DOCUMENT RESUME

ED 261 226 CE 042 445

TITLE	A Resource for New Jersey Cooperative Office Education Coordinators.
INSTITUTION	West Windsor-Plainsboro Regional School District, Princeton Junction, NJ.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE	85
NOTE	191p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Advisory Committees; *Cooperative Education; Followup Studies; High Schools; Instructor Coordinators; Needs Assessment; *Office Occupations Education; *Program Development; *Program Evaluation; Program Implementation; Program Improvement; Public Relations; Self Evaluation (Individuals); Statewide Planning; *Teacher Responsibility; Teacher Role
IDENTIFIERS	New Jersey

ABSTRACT

This resource manual is designed to assist both the beginning cooperative office education (COE) teacher-coordinator in developing a new COE program and the experienced teacher-coordinator in reviewing and upgrading established programs. It can also be used as a resource for administrators. Unit I defines goals, determines the need for a COE program, and lists advantages and instructional objectives for beginning a program. Unit II deals with the teacher-coordinator's responsibilities. This section includes the three integral parts of the cooperative program--recruitment, placement, and supervision. Unit III suggests activities for the related class and provides a sample topical outline. Unit IV defines the nature and functions of the advisory council and indicates the steps in its formation and operation. Unit V provides information on public relations. Activities are described, and a calendar is suggested. Unit VI includes procedures and forms for followup and evaluation. Appendixes, amounting to approximately two-thirds of the manual, include fact sheets; informative materials; and sample materials such as surveys, evaluation sheets, brochures, agreements, and letters. Other contents include a glossary, bibliography, and a listing of additional resources. (YLB)

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A RESOURCE FOR NEW JERSEY COOPERATIVE OFFICE EDUCATION COORDINATORS

A project funded by the New Jersey State Department of Education, Division of Vocational Education, under Public Law 94-482 to aid vocational educators in the implementation, expansion, or improvement of cooperative office education programs.

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New Jersey Department of Education
DIVISION OF VOCATIONAL EDUCATION
RFP INTERIM REPORT - FY 1985

85-133-SCDG-516

PROJECT TITLE Cooperative Office Education Resource Manual PROJECT# 85000394

PROJECT DIRECTOR Paulette Faherty/Eugenia Freeman Telephone 201 288-3971

INSTITUTION WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT
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In narrative format, provide a status update of your project. Structure your response around the areas listed below. Please respond on the front and reverse side of this paper. Return your report on or before March 31, 1985 to your Project Manager, Division of Vocational Education, CN 500, Trenton, N. J. 08625.

AREAS TO ADDRESS

I. Implementation

- . Indicate major activities in progress
- . Which goals have been attained?
- . Which goals must still be implemented? What program revisions, if any, have been required?

II. Evaluation

- . List evaluation process which have occurred to date.
- . How will this evaluation effect the balance of your project?

III. SEX BIAS/SEX STEROTYPING

- . List the sex equity provisions of your contract which have been met to date.

IV. BUDGET

- . Will you request any change in budget line items before April 1? Indicate specific change and explanation.

I. We met collectively to proofread and revise the assigned chapters. The revisions were discussed and made. The rough draft was completed by the typist. The draft of the manuals were sent to the readers for proofreading.

We found it necessary to move back the date for the material to be sent to the printer. This date was moved back in order for the corrections to be made on the galley copy, and to allow a final reading.

There were bids in order to decide who would do the printing. The people involved with the project decided on Carrera Printer from Newark, NJ.

The readers evaluated the manual for sex bias/sex sterotyping. They felt that this part of the project was thoroughly completed.

The printer and free-lance artist both did the art work. The amount budgeted for the binders should have been increased in order to provide binders for all manuals. The basic budget met the minimal needs.

The Resource Manual was edited and typed. The printer received the finished copy. The manual was printed and delivered according to project specifications. The completed project will be distributed at the various regional meetings during the month of October.

The copy as it was prepared for the printer had the approval of the committee.

STATE USE: ([✓ Approve], Hold) Circle One

State Project Manager's Signature

PREFACE

The importance of vocational education has steadily increased in the state of New Jersey since the passage of the Vocational Education Acts of 1963, 1968 and The Carl D. Perkins Vocational Education Act of 1984. Federal support, for the first time, provided motivation for all vocational education through financial aid, goal formulation, and program assessment.

Office education became the fastest growing area of vocational training on the secondary and post-secondary levels. A natural outgrowth and adjunct was the implementation of cooperative office education programs. Cooperative programs grew in number; but relevant, functional, and updated educational data regarding these programs were not readily available.

Teacher-coordinators realized the need for a manual of guidelines to administer their programs. They were also vitally aware of the need to develop materials to meet the needs of all personnel involved in this discipline. New teacher-coordinators should be provided with descriptions, principles, policies, and procedures to help guide their initial efforts in establishing and operating a program. The experienced teacher-coordinators could use the manual to review principles, operational policies and procedures to evaluate and improve their programs.

The New Jersey Cooperative Office Education Coordinators' Association, aware of this need for support and direction, decided to apply for a state grant so that a viable resource for teacher-coordinators could be developed. The New Jersey State Department of Education, Division of Vocational Education, approved the request for funding.

The original manual was developed and directed by an evaluation committee which included representatives from the New Jersey State Department of Education, experienced teacher-coordinators, business representatives, and a representative from the disciplines of Cooperative Industrial Education and Cooperative Marketing and Distributive Education.

A second committee composed of representatives from the New Jersey State Department of Education, experienced coordinators, and new coordinators reviewed and acted on the proposals and recommendations of the evaluation committee.

Three writers were selected and periodic meetings were held with the committees to solicit suggestions and opinions. The final draft was approved and edited by the designated representatives from the New Jersey State Department of Education, Division of Vocational Education.

The diligence, expertise, and relentless effort expended by these committees aided invaluably in preparing this manual in 1973.

Teacher-coordinators from the northern, central, and southern parts of the state, aware of the need to update the manual, volunteered their services and met to revise the publication in 1983 and 1984.

The writers took the proposals and recommendations from the northern, central, and southern sectors and rewrote and revised the manual.

As a result of this effort, a revised edition of this manual was completed by June 1985, to concur with the changing philosophy, technology, operational procedures, and federal and state regulations of the 1980s.

ACKNOWLEDGMENTS

We appreciate the efforts of teacher-coordinators representing the northern, central, and southern sectors of the New Jersey Cooperative Office Education Coordinators' Association. Their recommendations were invaluable in revising this publication. Collectively, the authors adopted these suggestions in the rewriting of this resource manual. Through their knowledge and experience as teacher-coordinators, this publication has been developed for use in implementing, maintaining, and improving cooperative office education programs.

We would be remiss if we did not thank our typist, Gail Van Aken-Donnelly, for her many hours of typing and retyping in order that this manual would be displayed in its finest format.

A special thanks to co-directors, Paulette Faherty and Eugenia Freeman, for the effort expended in ensuring the timely completion of this project.

Finally, acknowledgments are in order to the West Windsor-Plainsboro Regional School District, the New Jersey State Department of Education, and M. Sandra Baker-Pinto, our project advisor, who made this publication possible.

Recognition is extended to the following members of NJCOECA for their many contributions:

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INTRODUCTION

This resource manual has been developed to assist both the beginning cooperative office education teacher-coordinator in developing a new COE program and the experienced teacher-coordinator in reviewing and upgrading established programs. In addition, it can be used as a resource for administrators.

This resource manual presents the most significant professional responsibilities of a cooperative office education teacher-coordinator. However, it will achieve its true purpose if it is periodically evaluated and revised.

An advantage of this resource is its loose-leaf form. Individual units can be revised and updated, and easily duplicated.

The format of this resource manual provides teacher-coordinators with options in developing and improving the cooperative office education program.

Unit I defines goals, determines the need for a cooperative office education program, and lists advantages and instructional objectives to begin a program.

Unit II deals with the teacher-coordinator's responsibilities. This section includes the three integral parts of the co-op program--recruitment, placement, and supervision.

Unit III suggests activities for the related class and provides a sample topical outline.

Unit IV defines the nature and functions of the advisory council and indicates the steps in its formation and operation.

Unit V provides information on a valuable aspect of the cooperative office education program--public relations.

Unit VI includes procedures and forms for follow-up and evaluation.

UNIT I: DEVELOPING THE COOPERATIVE OFFICE EDUCATION PROGRAM

DEFINITION

Cooperative education is defined in The Carl D. Perkins Vocational Education Act of 1984 as a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Cooperative vocational education as defined in the New Jersey State Department of Education Guidelines, 1984 is . . . a program in which students work toward career goals and graduation credit through a combination of regularly scheduled part-time paid employment and related classroom instruction. (The) cooperative vocational education programs . . . are as follows:

Cooperative Agricultural Education (CAE)
Marketing and Distributive Education (MDE)
Cooperative Health Occupations Education (CHO)
Cooperative Home Economics Education (CHE)
Cooperative Office Education (COE)
Cooperative Industrial Education (CIE)

(Refer to updated Guidelines in the APPENDIX I-1, NEW JERSEY COOPERATIVE EDUCATION PROGRAM GUIDELINES)

PURPOSES OF COOPERATIVE OFFICE EDUCATION

I. Provide students with a program that combines work with study in order to:

    A. Develop the necessary social skills and work attitudes and habits necessary for getting and keeping a job.
    B. Develop a realistic career plan based on accurate self-appraisal and occupational information.
    C. Develop a well-balanced combination of vocational capabilities that makes it possible for graduates to advance more rapidly in a satisfying career.

- D. Earn money in order to remain in school.

II. Develop a successful program that will:

- A. Broaden vocational training.
- B. Increase social development.
- C. Reduce dropouts.
- D. Involve educators with employers to identify needs and problems of both.
- E. Encourage revising the curriculum so that it reflects current office needs.
- F. Have a meaningful work experience while gaining a formal education.
- G. Remove the artificial barriers which separate work and education.
- H. Give greater relevance to curriculum and instruction.
- I. Improve application of learning.
- J. Balance vocational learning.
- K. Extend training to additional occupations and students.
- L. Control built-in employment training.
- M. Have a closer relationship with the community.
- N. Improve vocational guidance.

ADVANTAGES OF COOPERATIVE OFFICE EDUCATION

Advantages of cooperative office education

I. To the student:

- A. Provides students with realistic learning situations in which they may discover their interests and abilities.
- B. Provides basic information about business and industry needed for intelligent career choices.
- C. Develops a better understanding of human relations in business and industry through contact with other employees.
- D. Provides a dual learning environment--school life and employment.
- E. Aids students in developing skills and acquiring information applicable to all office occupations.
- F. Helps students acquire specialized skills and information required for successful employment in the offices in which they are placed.
- G. Provides laboratory experience in the form of real-job situations in the local community.
- H. Develops the personal and business traits necessary for successful business employment.
- I. Provides students with counsel and supervision during the periods of adjustment to job situations.
- J. Provides training that will enable students to advance to the higher levels of employment.

II. To the school:

   A. Provides students with realistic learning laboratories in various office occupations without major equipment expenditures for the school.
   B. Acts as a liaison between the business community and the school in developing relevant training programs.
   C. Encourages curriculum revision to reflect current job requirements.
   D. Encourages students to remain in school because of more relevant and meaningful curriculum.
   E. Develops a community commitment to the objectives of the school.
   F. Develops a vehicle for establishing a strong public relations program between the school and the business community.

III. To the employer:

   A. Provides a new supply of interested young men and women who are being trained for careers in business offices.
   B. Reduces the cost of recruiting and training. The cooperation of the school and the business community in training and developing students leads to better employees than the school or businesses could develop alone.
   C. Provides good part-time employees.
   D. Provides employers with interested and satisfied workers, resulting in less employee turnover.
   E. Gives employers an opportunity to share in the education of new office employees, preparing them for their place in adult life.
   F. Gives employers access to students of special abilities, interests, and aptitudes.

IV. To the community:

   A. Provides an opportunity to introduce students to local employment positions.
   B. Provides specialized occupational training at a reasonable cost.
   C. Provides productive citizens for the community.
   D. Promotes closer cooperation and understanding between the community and its school.

OBJECTIVES OF COOPERATIVE OFFICE EDUCATION

1. Provides effective job training for students who seek full-time employment after graduation.

2. Provides opportunities for students or small groups of students in those specialized fields of work for which training programs could not be justified.

3. Provides education that will allow students to increase their productive capacity and earning ability.

4. Makes school more meaningful for the many young people who find the curriculum too deeply rooted in academic tradition to meet their needs.

5. Provides opportunities for intelligent career choices.

6. Provides experience in productive work under conditions of regular employment.

7. Provides the opportunity to understand the functions of management, government, and employees' organizations in the students' occupations.

8. Provides the opportunity for the development of leadership qualities, civic responsibilities, and social intelligence through active participation in a vocational student organization.

9. Provides both the financial means and the incentive to secure advanced training in the students' choices of occupations.

10. Provides an opportunity to meet community needs for office employees.

11. Promotes a feeling of self-respect and achievement in students.

12. Provides an opportunity for students to make social adjustments and to develop the ability to work with co-workers and superiors.

13. Makes students understand the importance of being able to follow directions and to accept supervision.

14. Encourages good attendance in school and on the job.

15. Emphasizes the importance of businesslike appearance, promptness, and dependability.

16. Develops sound concepts of personal money management through experiences gained as a result of related instruction and earning wages from training stations.

17. Develops proficiency in judgmental and decision-making situations.

18. Meets the job-training needs of students and employers due to technological change.

19. Provides the students and the teacher-coordinator with up-to-date information concerning new office equipment and business office procedures.

20. Prepares the students in pre-employment and employment techniques.

21. Allows for participation of students with special needs according to ability.

STARTING A COOPERATIVE OFFICE EDUCATION PROGRAM

I. Local Plan and General Need

A local plan of administration for the COE program needs to be followed (see Unit II, New Jersey Division of Vocational Education Forms and Regulations).

Secure copies of current funding policies and procedures from the Division of Vocational Education, New Jersey State Department of Education to determine what process is necessary. (See APPENDIX I-2, FORM CI-1070)

Gathering the information for the local plan should be a relatively easy procedure once the preparatory activities suggested in this unit have been completed.

The following kinds of information are useful in justifying the need for a program in a community:

- Number of prospective students and the nature of their career interests
- Number of potential employers and the number and nature of available training positions
- Number and nature of full-time employment opportunities--short- and long-range--for which training is required
- Unemployment rates and labor force distribution by occupational categories
- Existing vocational education program and unfilled training needs

A proposed local plan should contain reliable data on the potential ability of employers to provide on-the-job training and possible full-time employment by occupational categories, job levels, and worker qualifications. Cooperative office education is a part of the total vocational education program. A proposal to initiate a new program should show how it complements or supplements the existing efforts of the school and the community to prepare individuals for work.

The needs of students for cooperative office education can be identified from employment histories of former students and expressed interests and needs of students currently enrolled in the school. The faculty of a school can help collect information to justify the need for a program. Their understanding and support are vital to the success of cooperative office education. Advisory councils are effective means of identifying vocational office education needs, and their involvement stimulates community support.

Program planners should allow at least nine months for initiating cooperative office education programs in order to gather essential data; enlist the support of employers, other faculty, and community groups; identify and counsel prospective students; and employ personnel to operate the program.

II. Student Needs

When considering the implementation of a cooperative office education program, it is imperative that the school establish the fact that the program will satisfy the specialized needs of the students in the school. This program represents only one facet of the total vocational education program. Consideration should be given to making this program available to students at the most appropriate point in their vocational development.

A. Gathering Data from Former Students:

A follow-up study of the experiences of former students of the school, whether college bound or vocational, can be helpful in identifying problems they have had in making satisfying and satisfactory occupational adjustments. Factors that should be considered are:

- Periods of unemployment after leaving school
- Series of unrelated entry-level jobs
- Sub-minimal incomes relative to costs of living
- Expressed needs for training that could have been met through cooperative office education

The data gathered from the follow-up study may be used to show that the unmet needs of graduates could have been served by cooperative office education. Collecting reliable and varied data is essential.

B. Determining Needs of Current Students:

Students are influenced by parents, peer groups, and faculty members in the selection of courses and curriculum patterns which may not satisfy their specialized interests and needs. Adequate exploratory occupational education should be provided, and students should be encouraged to investigate careers and establish plans for determining their own vocational development. Factors that should be considered are:

- Students' career plans and interests
- Students' plans for further education

- Students' interests in occupations for which training can be provided

- Students' needs to work in order to remain in school or while furthering their education

- Nature of part-time jobs held by students, hours worked, and income earned

- Students' opinions of school's offerings for personal needs

III. Student Interest Survey

The purpose of the student interest survey is to determine the number of students interested in receiving on-the-job training concurrently with classroom training in office occupations and which of these students believe they would benefit from related classroom training.

One method for conducting a student interest survey (see APPENDIX I-3, STUDENT INTEREST SURVEY FORM) is to hold an assembly program in the late fall or early spring. Invite sophomores and juniors. These are the students who will be available for enrollment in the near future. (See APPENDIX II-13 for assembly program procedures.) Other methods for conducting a student interest survey are distributing the descriptive information and surveys through homeroom, language arts, social studies, or other basic required classes where the total student body will be reached. Posters, window displays, bulletin boards, and school and newspaper stories can also be used to inform the student body about cooperative office education.

IV. Community Interest and Needs

Community interest and support must be measured very early in the planning. Without employers there can be no cooperative office education. Employers must see the program as a potential source of trained workers for full-time jobs and an opportunity to fulfill a community obligation, rather than as a way of getting cheap part-time help. According to The Carl D. Perkins Vocational Education Act of 1984, the training must be for occupations "susceptible to promotion and advancement" and "related to existing career opportunities." Therefore, the following kinds of information should be gathered from employers:

- Number who can provide suitable training

- Number and kinds of occupations in the community--a listing of various office occupations can be found in the Classification of Instructional Programs (CIP). (See APPENDIX I-4, CLASSIFICATION OF INSTRUCTIONAL PROGRAMS, C.I.P. OCCUPATIONAL PROGRAM CODES)

- Training needs for particular occupations or abilities

- Number of students for whom employers could adequately provide on-the-job training

- Number willing to provide training, even if full-time employment opportunities in their organizations are limited

V. Community Survey

The overall objective of the school in conducting a community survey is to gather information related to the potential success of a cooperative office education program.

A. Specific Purposes:
   1. To discover the number and the names of the training stations available.
   2. To provide a means for explaining the program; to effectively publicize the program so it will have general acceptance.
   3. To determine the employment needs of the community.
   4. To determine the attitude of the community toward this type of training program.
   5. To investigate the possibilities for guest speakers and field trips.

B. Procedures:
   1. A card file of employers to be contacted should be prepared. (Business name, address, type of business, telephone number, and name of executive to contact.)
   2. Check all possible sources of information. (Chamber of Commerce, local office of the State Employment Service, city directory, telephone directory, etc.)
   3. Service clubs and other organizations can be of assistance:
      a. By providing mailing lists and other information.
      b. By acquainting their members with the need, content, and uses of the survey.
      c. By allowing time during their meetings for talks in support of the project.
      d. By supporting the survey findings and assisting in carrying out the recommendations of the survey.

C. Methods:
   1. Interview (more accurate and complete data).
      a. Plan a schedule.
      b. Prepare an introduction card.
   2. Mailed questionnaires (with a follow-up interview for slow or incomplete returns).

D. Steps in Conducting Survey:
   1. Determine the main objectives of the survey before beginning.
   2. Get assistance from as many community agencies as possible.
   3. Publicize the survey objectives and the program

1-2 hours of preparation per day with individualized student counseling	5-10 hours
3 hours of coordination per day (training-site visitations)	15 hours
TOTAL	30-40 hours per week

The above example does not allow for differences in student needs or community characteristics. One-half hour per student is an average coordination visit. However, length of visitations may vary considerably when coordinators prefer "quality" visits to include conferences with the employer and/or student rather than an unannounced spot-check situation. Travel time to and from training stations will also vary with each community.

WORKING WITHIN THE ADMINISTRATIVE ORGANIZATION

The chain of command and responsibility may differ according to the size and setup of the educational system. In most schools the line and staff arrangement may have a teacher-coordinator responsible to a director of vocational education and/or principal. Some guidelines in establishing administrative relationships are as follows:

1. Operating procedures and policies for the COE program should be formulated by the teacher-coordinator and consistent with the philosophy of the school and with sound educational practices. The school administration should support these policies and the responsibilities of the teacher-coordinator.

2. Administrators must be informed of Federal rules and regulations and policies and procedures for cooperative education established by the New Jersey State Department of Education, Division of Vocational Education.

3. A local advisory council should be established and consulted in developing policies and practices. This is necessary for funding purposes and to adhere to State guidelines. Student participation on such a council is recommended to add another perspective to council projects and as a motivator to the training program.

For additional information on developing a public relations program, see Unit V.

SCHOOL ADMINISTRATOR'S CHECKLIST FOR COOPERATIVE OFFICE EDUCATION

I. Determine whether or not a program is needed and feasible.

   A. Learn how the program operates, who is responsible for the organization and administration of the local program, and the responsibilities and functions of teacher-coordinators and related subject teachers.

B. Learn the state requirements for the operation of the program.

C. Request assistance in determining the need for a program from the Business Education Unit, Division of Vocational Education of the New Jersey State Department of Education.

D. Determine whether there will be sufficient interest in the program. Sources of data:
   1. Student Interest Survey
   2. Community Survey
   3. Parent Survey
   4. School Board Recommendations
   5. Guidance Personnel Recommendations
   6. Faculty Recommendations

E. Determine whether the cooperative office education program will fit into the total school program. Questions to consider are:
   1. Are there sufficient physical facilities, room, and equipment available?
   2. Can instructional materials be made available?
   3. Is the school eligible to receive funding support for the COE course/program?
      (Contact the New Jersey State Department of Education for current funding eligibility requirements.)
   4. Are instructional personnel available?
   5. Will the schedule system in the school support a cooperative program?
   6. Is the school near enough to the employment community so that students can get to the training stations from school and home without undue difficulty?
   7. How many students are now working?
   8. What courses, if any, must be added for effective operation of the program?
   9. Have key individuals among employer organizations been contacted regarding the advisability of setting up the program? Has their cooperation for setting up the program been obtained?

II. If the program is needed and feasible, these steps may be taken to establish the program:

A. Initiate the program.
   1. Devise a tentative written plan, including: philosophy, objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and an estimated total cost and budget for the program.
   2. Describe characteristics of student groups to be served.
   3. Identify occupations for which training will be given.
   4. Provide space for the program (classrooms, etc.).

5. Plan the appointment of an advisory council. (The board of education may aid in the appointment of the advisory council.)
6. Continually publicize progress in the development of the program.
7. Thoroughly inform the faculty of the school on the objectives of the program and how it operates.
8. Inform parents about the program.
9. Through the counseling services, identify students who would benefit from and be interested in the program.

B. Select and hire an appropriately certificated teacher-coordinator of COE.
   1. Determine the number of part-time and/or full-time teacher-coordinators required.
   2. Inform the teacher training institutions and the New Jersey State Department of Education of the need for a teacher-coordinator(s).
   3. Adhere to State requirements.

UNIT II: TEACHER-COORDINATOR'S DUTIES AND RESPONSIBILITIES

This unit is organized chronologically to coincide with a school calendar. It is offered as a guide so teacher-coordinators within an established program can plan ahead, be prepared, keep a record of accomplishments, and do a thorough job.

The list suggests what to do and how and when to do it. Check or date each duty as it is completed.

The number of activities completed depends on the size of the program, the time allotted for coordinating, the cooperation of the administration, and the policy of controlling boards.

Preparing Yourself

_____ Understand the definition, objectives, purposes, and advantages of COE to justify the existence of a local program. (See Unit I.)

_____ With this background knowledge, obtain the support and cooperation from the school board, administration, and school staff. (See Unit I.)

_____ Plan a self-evaluation each rating period. (See APPENDIX II-9, SAMPLE TEACHER-COORDINATOR EVALUATION SHEET.)*

There should be frequent reference to the above responsibilities.

Understanding Your Local Program

_____ Be as instrumental as possible in setting up rules and regulations which will be most beneficial to all involved. Understand established program:

    ___ policies of local and state boards of education

    ___ labor laws compliance (age, hours, wages, hazardous occupations, and insurance--workers' compensation and unemployment)

* Repetitive duty--enter due dates in plan book and on calendar.

___ length of program (has varied from one to two years of ten to eleven months' duration according to the occupational field in which training is given and the policy of the education system)

___ teacher-coordinator's schedule (a minimum of one-half hour per week per student for coordination)

___ teacher-coordinator's remuneration

___ student selection process (accept all who apply? all who get own jobs? those selected by a teacher-coordinator, or counselor, or committee of employers, or a representative committee--teacher-coordinator, counselor, parent, and employer?) (See APPENDIX II-10, RECOMMENDED CRITERIA FOR SELECTION OF STUDENTS FOR THE COE PROGRAM.)

___ dismissal from program

___ students' schedules and adjustments

___ school credit (15 credits for related class plus on-the-job training)

Getting Started

_____ Prepare brochure on COE. (See APPENDIX II-11a, SAMPLE COE BROCHURE and APPENDIX II-11b, SAMPLE INTERDISCIPLINARY BROCHURE.) Plan to distribute it wherever, whenever, and to whomever the COE program should be publicized.

_____ Prepare a business card for use in personal contacts.

_____ Prepare training agreement. (See APPENDIX II-12, SAMPLE TRAINING AGREEMENT.)

Recruiting

_____ Publicize program to potential student-trainees--stress advantages.

___ Advertise with exhibits throughout school--halls, classrooms, and guidance office on walls, bulletin boards, and show cases.

___ Hold assembly programs. (See APPENDIX II-13, SAMPLE OUTLINE FOR ASSEMBLY PROGRAMS.)

___ Have business teachers recruit from classes.

___ Visit business education and non-business education classes.

___ Inform guidance about details of the COE program.

___ Invite parents of potential participants to an evening discussion. (See APPENDIX II-13, SAMPLE OUTLINE FOR ASSEMBLY PROGRAMS.)

___ Mail brochure, advertising program, to parents (include with a school mailing).

___ Visit parents at home if feasible.

_____ Prepare an application form for potential student-trainees. This application form will provide some needed facts about the potential student-trainee. Answers to the questions will aid the teacher-coordinator in conducting the personal interview and in making proper selections for the COE program. (See APPENDIX II-14, SAMPLE APPLICATION FOR ADMISSION TO COE.)

_____ Obtain completed applications from potential trainees.

Selecting Student-Trainees

_____ Follow school policy in selecting student-trainees.

_____ Continue publicizing COE in guidance office with an "eye-catching" display.

_____ Copy permanent record card of all being considered for admission.

_____ Obtain additional pertinent information about candidates from administrators, counselors, school nurse, and teachers. (See APPENDIX II-15, SAMPLE TEACHER RECOMMENDATION FORM.)

_____ Request guidance interpretation of students' scholastic records.

_____ Interview all student applicants to determine career objectives and to explain COE objectives. (See APPENDIX II-16, SAMPLE INTERVIEWER'S WORKSHEET.)

_____ Use student-parent agreement. (See APPENDIX II-17, SAMPLE STUDENT-PARENT AGREEMENT.)

_____ Check with counselors for scheduling of students.

_____ Finalize list of student participants.

_____ Set up personal file for each student-trainee. (See APPENDIX II-18, CONTENTS OF STUDENT-TRAINEES' PERSONAL FOLDERS.) Insert application, guidance information, interview summary, teacher recommendations, permanent record copy--courses taken, grades, absences. **

Obtaining Training Stations (Monthly, refer to APPENDIX II-26, JOB-SITE VISITATIONS.)

_____ Keep record of miles traveled to coordinate COE. (See APPENDIX II-19, SAMPLE MILEAGE DOCUMENTATION FORMS.) Report monthly.

_____ Locate potential employers through community survey, students, advisory council, school staff, classified ads, telephone directory, personal observation, city directory, and past and current cooperating firms.

_____ Speak at meetings of trade and civic organizations, labor groups, PTA, and Chamber of Commerce.

_____ Contact potential employers by telephone or in person by appointment to explain COE; include responsibilities of all involved. Use brochures (APPENDIX II-11), training agreements (APPENDIX II-12), and training station evaluations (APPENDIX II-20, SAMPLE TRAINING-STATION EVALUATION).

_____ Evaluate and select potential training stations. (APPENDIX II-20)

_____ Meet with training supervisors to explain COE, the training agreement, and training plan. Consider the following factors:

- technical competence in the occupation to be taught
- interest and attitude toward training and toward student-trainee
- ethics and habits which student-trainee can emulate
- ability and willingness to allot sufficient time and effort to teach
- willingness to work with teacher-coordinator in planning and implementing on-the-job learning experiences and the related-class instruction
- willingness to evaluate student-trainee's progress
- willingness to adapt job instruction to the learning ability of the student
- competence in human relations and sensitivity to student-trainee's needs for recognition, guidance, and direction.

** Indicates items to be inserted in student-trainees' personal folders.

- _____ Thank all potential employers who will not be participating. File information for future reference.

Placing Student-Trainees

- _____ Instruct students as a class or individuals on:
  - ___ job-interviewing techniques
  - ___ preparing their resumes **
  - ___ completing application blanks
- _____ Prepare introduction cards or letters for students.
- _____ Arrange for job interviews--matching student-trainees' abilities and interests to job requirements. Send one, two, or three students to each station. Students arrange dates and times and pick up introduction cards or letters. **
- _____ Follow up on interviews.
  - ___ Have students express appreciation by calling or writing.
  - ___ Get employers' reactions to interviewees. **
  - ___ Get students' reactions and tactfully relay interviewers' comments to students.
- _____ After employer decides whom to hire, prepare training agreement.
- _____ Process working papers, when needed. **
- _____ Take the training agreement to each participating employer before student starts work.
  - ___ Emphasize career objective of student-trainee.
  - ___ List student-trainee's duties. Begin training plan. (See APPENDIX II-21, SAMPLE TRAINING PLAN AND TRAINING PLAN PROFILE.)
  - ___ Get employer's signature.
- _____ Get other designated signatures on training agreement.
- _____ Distribute a completed copy of the training agreement to each signer.
- _____ File teacher-coordinator's copy in student-trainee's personal folder. **

** Indicates items to be inserted in student-trainee's personal folders.

Strengthening the Program

_____ Prepare school calendar showing days school is closed, end of marking periods, due dates for progress reports, and last day of COE program.

_____ Distribute calendars to training sponsors and to students.

_____ Prepare progress report for on-the-job evaluation of each student-trainee. Consider different (progressive) forms for each rating period. (See APPENDIX II-22, SAMPLE PROGRESS REPORT FOR STUDENT-TRAINEES.)

_____ Meet with training sponsors (lunch, if feasible) to distribute and discuss COE forms, to give information about school subjects (especially the related class), and to review sponsors' duties.

- supervise student-trainee closely; keep attendance record
- acquaint student-trainee with policies of firm
- cooperate with teacher-coordinator in teaching skills, human relations, technical information, business ethics
- aid in developing judgment and a mature outlook

_____ Inform guidance counselors of individual student placements.

_____ Complete student-trainees' master schedule cards, listing name, address, and telephone number of cooperating employer or provide appropriate offices with a master list of above information.

Establishing A Routine

_____ Follow up on student absences daily.

_____ Publicize COE activities and participating students, employers, and training supervisors--use radio, cablevision, newspaper.

_____ Visit student-trainees and supervisors to take pictures.

_____ Have student-trainees complete a weekly and/or monthly wage-hour report. List duties performed and comments. (See APPENDIX 23a and 23b, SAMPLE WAGE-HOUR REPORTS.) *

_____ Prepare reports for administration as required. *

* Repetitive duty--enter due dates in plan book and on calendar.

_____ Teach safety in the related class on an on-going basis. Give tests. **

_____ Visit training stations to augment or revise training plans and to correlate and improve classroom instruction. Hold a three-way conference (student, supervisor, teacher-coordinator) if possible.

_____ Record summary of visit in individual folders--date, time, summary, comments, mileage. * **

_____ Prepare holiday-greeting bulletin boards throughout school and/or flyers from COE.

_____ Take or send first progress report to each supervisor. Encourage employer to discuss it with the student. Emphasize due date and attendance record. * **

_____ Distribute blank progress reports to student-trainees for self-evaluation each rating period. * **

_____ Help students organize or become involved in a vocational student organization. Plan activities to develop leadership qualities and occupational competencies.

  ___ Prepare a calendar of events. (See Unit III.)

_____ Plan advisory council meetings. Periodically invite employers, administrators, and other staff members. (See Unit IV.)

_____ Publicize all meetings before and after they occur.

_____ Teach competencies related to occupational experiences and career objectives of students in the related class.

_____ Visit training stations to meet students' co-workers and to check on progress with training plan. Suggest rotation for new experiences if it seems practical and beneficial to the student-trainee.

_____ Collect progress reports for grading students.

_____ Confer with individual student-trainees upon receipt of progress reports each rating period. Discuss achievements and deficiencies.*

_____ Begin preparations for employer/employee recognition meal function. (See APPENDIX II-24, SUGGESTED CONSIDERATIONS FOR EMPLOYER/EMPLOYEE RECOGNITION MEAL FUNCTION.)

* Repetitive duty--enter due dates in plan book and on calendar.
** Indicates items to be inserted in student-trainees' personal folders.

Keeping It Going

_____ Each rating period, prepare a training-plan profile. (See APPENDIX II-21, SAMPLE TRAINING-PLAN AND TRAINING PLAN PROFILE.) * **

_____ Submit alternate plan to state department when a student becomes unemployed. (See APPENDIX II-25, TEMPORARY ALTERNATE PLAN FOR COOPERATIVE EDUCATION STUDENT WHO BECOMES UNEMPLOYED.)

_____ Invite sponsors and school staff to classroom and student activities.

_____ Visit training stations to discuss progress reports and training plans. (See APPENDIX II-26, JOB-SITE VISITATIONS.)

_____ Keep materials and equipment in the related class adequate, appropriate, and up to date.

_____ Prepare budget and submit orders.

_____ Prepare appropriate school bulletin boards to attract participants and to keep faculty, administration, and counselors aware of COE.

_____ Begin community job studies. Contact employment offices. (This could be a research project for the advisory council, guidance counselors, classes in economics, or independent student projects.)

_____ Observe student-trainees on the job for evaluation of outcomes and goals and to determine appropriate related-class instruction.

_____ Correlate classroom instruction units with actual office procedures; for example, have students report on mail handling, telephoning, filing, using equipment, and recordkeeping.

_____ Conduct a follow-up on one-, three-, and five-year graduates.

_____ Take guidance counselor and/or an administrator to visit training station.

_____ Hold advisory council meetings. (See Unit IV.)

_____ Begin recruitment for next year; fit into school scheduling plans.

    ___ Use successful students as recruiters. Include graduates.

* Repetitive duty--enter due date in plan book and on calendar.
** Indicates items to be inserted in student-trainees' personal folders.

___ Have cooperating firms and current student-trainees invite potential participants to an on-the-job visit. (Comply with insurance.)

___ Present an informative program to eighth- and ninth-grade students. (See APPENDIX II-13, SAMPLE OUTLINE FOR ASSEMBLY PROGRAMS.)

Concluding the School Year

_____ Spend time with student-trainees on the job to evaluate worthwhile learning experiences and determine value of training stations for future use.

_____ Assist students in writing job descriptions of positions held during COE training--a composite of reports prepared in related class and of training profiles with added student-trainee comments.

_____ Recognize/publicize all honors/awards earned by student-trainees.

_____ Update resumes and application letters. Review interviewing techniques.

_____ Visit training stations to learn of possible full-time employment for current student-trainees. Determine willingness of firm to continue with program in the future.

_____ Assist students in obtaining employment.

_____ Write appropriate letters of appreciation to cooperating employers.

_____ Complete vocational education annual report as required by the New Jersey State Department of Education.

UNIT III: THE RELATED CLASS

INTRODUCTION

The related class should be taught by a certificated COE teacher-coordinator for a minimum of 200 minutes per week. The cooperative education student must be enrolled in the COE related class. A maximum of 15 credits should be given to the student for satisfactory completion of the program (a combined grade for classwork and on-the-job training).

Equipment and a reference library must be available for skill development in the related class. An office education room allows the use of equipment to simulate on-the-job training.

The related class activities may be organized for instruction on a full group, small group, or individualized basis.

For further information contact the Business Education Unit New Jersey Department of Education, Division of Vocational Education, Trenton; the Vocational Education Resource Center, Old Bridge; and/or the New Jersey Cooperative Office Education Coordinators' Association.

A sample topical outline with suggested curriculum materials and resources follows.

SAMPLE TOPICAL OUTLINE FOR COOPERATIVE OFFICE EDUCATION

I. Basic (Group Instruction)

This is a general outline of the topics taught to all students in the program since the learning is common to workers in all occupations. These are some of the suggested selected topics that can be included in course content. Instruction should not be limited to these areas since needs of the student, employer, and school should be considered.

A. Orientation to the COE Program
   1. Responsibilities of the school, employer, student, and parents
   2. Purpose of the program--rules and policies (See Unit I.)

B. Personality and Job Adjustment
   1. Self-understanding--recognizing strengths and weaknesses

2. Employer-Employee relations
3. Co-worker relations
4. Personal relations
    a. Grooming
    b. Office conduct
    c. Human relations
    d. Sexual harassment
5. Decision-making skills
    a. Confidentiality and loyalty
    b. Proper protocol
6. Attitude and initiative

C. Learning the Job
    1. Enter, advance, and adjust on a job
    2. Job analysis--job facts, skill requirements, responsibilities, working conditions

D. Money Management
    1. Personal banking procedures and personal recordkeeping
    2. Budgeting money
    3. Investments and savings

E. Taxes
    1. Filing personal income tax returns
    2. Social Security and other taxes

F. Safety (Integrate and reinforce throughout the curriculum.)
    1. Importance of office safety
    2. Identifying types of hazards
    3. Reporting potential problems

G. Legal Problems and the Worker
    1. Workers' Compensation
    2. Unemployment
    3. Disability
    4. Unions

H. Choosing and Planning a Career
    1. Recognizing occupational areas and job clusters
    2. Vocational matchmaking--trying to achieve job satisfaction and personal satisfaction
    3. Employment outlook
    4. Further education to attain occupational goals
    5. Job manual (See APPENDIX III-27, SAMPLE JOB MANUAL)

I. Preparation of Resume, Letter of Application, and Employment Application

J. Preparing for the Interview
    1. Appearance
    2. Selling yourself
    3. Interview etiquette (See APPENDIX III-28, INTERVIEW ETIQUETTE)

II. Specific Course Content

This is specific information and may be taught on an individual or small group basis.

A. Mail Services and Office Mail Operations
B. Travel Arrangements and Conference Organization
C. Typewriting Techniques
D. Transcription
E. Filing and Records Management
F. Reprographics
G. Written Communications and Composition Skills
H. Telecommunications and Electronic Mail
I. Verbal Communications and Effective Listening Skills
J. Information Processing (data/word processing)
K. Organizational Skills
L. Public Relations
M. Professional Growth and Development
N. Office Management Skills

III. Individualized Instruction

It is suggested that at least one class period per week be devoted to individualized instruction specific to the COE student's on-the-job responsibilities and/or career objective. This should be coordinated with the training station supervisor.

IV. Suggested Curriculum Materials and Resources (See APPENDIX III-29, SUGGESTED CURRICULUM MATERIALS & RESOURCES)

SUGGESTED RELATED CLASS ACTIVITIES

1. Have students complete self-evaluation and behavior modification questionnaires.

2. Have students improve composition skills through memo and letter writing.

3. Contact department store, boutique, or cosmetologist for presentation on dress and makeup application

4. Case problems on human relations to improve decision-making skills

5. Original skits on interaction with co-workers, employers/supervisors.

6. Sexual harassment--contact local National Organization of Women (NOW) chapter, The Office of Equal Access, New Jersey Department of Education, Division of Vocational Education; county legal association speakers' bureau, or district affirmative action officer.

7. Contact a human resources representative from a local company to discuss essential traits for employment, job opportunities, etc.

8. Contact representative from local bank for presentation on savings, investments, and personal banking procedures.

9. Contact TRW ISD (Thompson, Ramo, Woolridge Information Services Division), Parsippany, for a credit information presentation.

10. Have students develop and follow a weekly, bi-weekly, or monthly budget.

11. Contact local H & R Block office for a presentation on taxes and preparing a tax return.

12. Contact social security office for a speaker and/or film on benefits.

13. See NJCOECA's Office Safety Resource for suggestions on safety assignments.

14. Contact local fire department for demonstration of fire extinguishers and emergency procedures.

15. Contact a local attorney for information on workers' compensation and disability laws.

16. Contact New Jersey Unemployment Insurance Claims Office for guest speaker.

17. Invite speakers (i.e. employers, co-op graduates) to discuss specific careers.

18. Administer one of the many vocational test batteries on the market.

19. Invite speaker from postal services or special carriers (i.e. Federal Express, Purolator Courier).

20. Invite representative from local travel agency to discuss booking flights, hotel reservations, passports, and travel restrictions.

The teacher-coordinator may also wish to coordinate an activity with the vocational student organization at his/her school. For additional information concerning vocational student organizations, see APPENDIX 30, FUTURE BUSINESS LEADERS OF AMERICA-PHI BETA LAMBDA, INC., FACT SHEET, AND APPENDIX 31, OFFICE EDUCATION ASSOCIATION FACT SHEET. For further information contact the national office for each organization or the FBLA-PBL state office. The addresses are listed on the appropriate fact sheets.

THE JOB MANUAL

The job manual should contain sufficient information which will enable the student to better understand job duties and responsibilities.

Main topics and the expected format should be assigned by the teacher-coordinator. Since duties vary with positions, the student should determine the actual content of these topics and how it relates to the student's job. Creativity should be encouraged.

The student should be made aware that the best source of information for the manual will be the training-station supervisor. When the assignment is first given, the student should discuss the topics with the supervisor.

Although most of the work is to be done outside of class, some class time should be allocated. Problems develop and the student will have the opportunity to discuss them with the teacher-coordinator. (See APPENDIX III-27, SAMPLE JOB MANUAL FORMAT.)

UNIT IV: DEVELOPING THE ADVISORY COUNCIL

NATURE AND FUNCTIONS OF THE ADVISORY COUNCIL

One of the major components of a successful cooperative office education program is an active advisory council. An advisory council provides the necessary communication between the school and the employing community. The council should be comprised of representatives of diverse backgrounds and interests who assist educators in recognizing the needs of the community.

It serves in a consulting capacity and has no administrative functions. There is no intent to usurp the authority of boards of education or of local administrative staffs. Its primary function is to assist the school in providing education that will benefit students upon their entry into society and the world of work. The council may accomplish this in the following ways.

1. Communicate the values of cooperative education in the community.
2. Prepare training sponsors to be effective in job instruction.
3. Identify suitable training stations.
4. Evaluate the effectiveness of cooperative office education programs.
5. Assist in organizing cooperative office education programs and selection of instructional materials for the related class.
6. Serve as a liaison group between the school and the business community.
7. Serve as a liaison group between the local council and the state advisory council.
8. Provide instructional help through guest speakers and occupational information.
9. Work with labor and management groups at the local level to ensure maximum involvement and cooperation.
10. Assist in developing standards to measure the student's on-the-job performance.
11. Provide positive public relations at the local level.
12. Offer constructive criticism to enable the teacher-coordinator to adjust activities and solve problems.
13. Project occupational outlooks.
14. Assist in the placement of graduates.
15. Suggest means to secure data through development of a survey instrument and aid in the interpretation of this collected data.

16. Maintain program continuity even with a change in teacher-coordinator.
17. Establish scholarship and award programs and arrange for donations.
18. Support school administration for local appropriations and state and national legislation affecting cooperative office education.
19. Support vocational student organization activities.
20. Assist in obtaining meeting places.
21. Coordinate with school personnel any special events such as vocational education week, national secretaries' week, COE meal function, and other social or community service activities.

Types of Advisory Councils

Interdisciplinary Council. Some advisory councils study and recommend improvements to the entire vocational education program. The primary focus of the council is to examine the needs of the community, recommend programs to meet these needs, and gain support for the various vocational education programs. (See APPENDICES IV-32a, SAMPLE OPERATING GUIDELINES FOR AN INTERDISCIPLINARY COUNCIL, and IV-32b, SAMPLE OPERATING GUIDELINES FOR AN ADVISORY COUNCIL.)

Departmental Council. The primary function of the departmental advisory council is the identification, development, and operation of a particular occupational area. The composition of this council follows the same areas of emphasis as the interdisciplinary advisory council (see page 32) except that it may be half the size, and its members represent specialized interests of the department. For example, the council activities are centered around business education and/or cooperative office education. Under the current state policies and procedures governing the vocational education funding application process, a separate local advisory council is required for the business education program. (See APPENDIX IV-33, SAMPLE OPERATING GUIDELINES FOR AN ADVISORY COUNCIL [DEPARTMENTAL].)

STEPS IN FORMING AN ADVISORY COUNCIL

The following are recommended steps in forming an advisory council with suggestions on how to accomplish each:

1. Teacher-coordinator must be sold on the use of an advisory council.

   a. Learn the duties and functions of an advisory council.

   b. Visit advisory councils in operation.

   c. Talk to administrators and coordinators where a successful advisory council is in operation.

2. Secure school administrator's approval.
    a. Explain the function of an advisory council.
    b. Stress the advantages of the advisory council.
    c. Be able to cite specific examples of schools which have successful advisory councils.
    d. Ask for assistance in preparing final plans for presentation to the board of education.
    e. Check the final plans with the appropriate school administrator and secure superintendent's permission.
3. Secure board of education approval. (See APPENDICES IV-34, SAMPLE REQUEST FOR BOARD OF EDUCATION APPROVAL, and IV-35, SAMPLE BOARD OF EDUCATION RESOLUTION FOR AN ADVISORY COUNCIL.)
    a. Present plans of organization.
    b. Give specific purposes and parameters of the advisory council.
    c. Explain that the board may designate one of its members to serve on the council.
    d. Point out that it is strictly advisory and not a pressure or lobby group.
4. Secure nominations.
    a. Establish criteria for selection of members. (See page 31.)
    b. Prepare list of people in the community as a pool from which members will be selected.
    c. Ask prospective members to suggest others.
5. Select council members.
    a. Mail a letter of invitation to each prospective member along with a copy of the constitution or operating guidelines. (See APPENDICES IV-36a, SAMPLE LETTER OF INVITATION FOR MEMBERSHIP ON ADVISORY COUNCIL [INTERDISCIPLINARY], and IV-36b, SAMPLE LETTER OF INVITATION FOR MEMBERSHIP ON ADVISORY COUNCIL [DEPARTMENTAL].)
    b. After receiving responses, prepare a list of all council members including names, companies or affiliations, addresses, and phone numbers.

   c. Names of nominees not selected should be kept on file to fill future vacancies.

6. Schedule first meeting.

   a. Mail reminder cards. Call day before meeting.

   b. Emphasize the importance of attendance.

   c. Prepare an agenda. (See APPENDIX IV-37, SAMPLE AGENDA FOR THE FIRST MEETING OF A NEWLY FORMED ADVISORY COUNCIL.)

7. Hold first meeting.

   a. Explain the responsibilities of the advisory council.

   b. Elect chairperson, secretary, and/or other officers. (See page 33.)

   c. Appoint subcommittee to establish operating guidelines.

   d. Involve membership in pertinent activities such as establishing goals, defining objectives, and planning tasks.

   e. Decide future meeting times and places. (See APPENDICES IV-38a, SAMPLE AGENDA FOR THE SECOND MEETING OF A NEWLY FORMED ADVISORY COUNCIL, and IV-38b, SAMPLE AGENDA FOR REGULAR MEETINGS OF THE ADVISORY COUNCIL.)

STEPS IN SELECTING EFFECTIVE MEMBERS

A teacher-coordinator must first receive the approval and support of the school, administration, and local board of education in establishing an advisory council. The organizational structure and nature of the council (departmental vs. interdisciplinary) should rest within the control of the school personnel directly affiliated with the program. These responsibilities may include development of a constitution or operating guidelines, selection and appointment of members, and format of council meetings.

Whom to Choose

Criteria for selection should include:

1. Experience. Members should have recent, first-hand, practical experience in the areas in which the advisory council will serve.

2. Available time. Members should be able to devote

sufficient time to the council so that close contact can be maintained with the school. They should be energetic and enthusiastic. Be considerate of the busy schedules of council members. Plan dates and times of meetings and activities in advance. Limit length of meetings and adhere to the schedule.

When possible, it is recommended to have alternates for each council member. This ensures continuity and is advantageous when replacing members.

Membership selection may include the following:

1. Representatives of the employing business community
2. Human resources representatives (personnel)
3. Labor group representative
4. Chamber of Commerce representative
5. Local media representative
6. Local service club(s) representative(s)
7. Senior citizen
8. Local government representative
9. Board of education representative (ex-officio)
10. Administrator
11. Faculty representatives (teacher-coordinators, guidance)
12. COE students (Since the student is the most directly affected by the recommendations of the council, it is important for the student to assume an active role on committees and in activities. Student input provides a realistic perspective of the program.)
13. Parent
14. Alumni

Number of Members

To determine the size of the advisory council, consider its purpose, the size of the program(s), and the group(s) being represented.

An interdisciplinary council may decide to select two or three business community members from each program. A departmental council may select approximately five business community representatives.

Length of Membership

Members should be appointed for a specific term. They may be reappointed as long as their interest is maintained. It might be beneficial to institute an attendance policy so that inactive members can be replaced. Replacements should be staggered so that experienced members are included on the council.

Electing Officers

The selection of a chairperson or president is critical to the effectiveness of the advisory council. The individual must exercise good judgment and be well informed, well prepared, and sensitive to the views of other members. A chairperson or president must work closely with the school representatives.

Important attributes of the chairperson or president would include effective human relations skills, a knowledge of council functions, and a task-oriented approach.

In addition to an advisory council president, a suggested slate of officers might include a president-elect, a secretary, a treasurer, and a public relations representative. If the chairperson approach is preferred, it would be advisable to have a secretary.

Officers generally serve terms of one to two years. Standing committee chairpersons may prefer terms of the same length (see APPENDIX IV-32b).

Invitation to New Members

A variety of approaches may be used to increase membership. Initially, personal or telephone contact might be appropriate. It is important, however, to follow up with a formal written invitation (see APPENDICES IV-36a and IV-36b). An invitation to attend a council meeting in action might encourage a prospective member to become involved. Each new member of the advisory council should be informed of its purposes and functions and be given a copy of the operating guidelines or constitution.

STEPS IN DEVELOPING OPERATING GUIDELINES

The advisory council has the responsibility to develop an appropriate organizational structure--a constitution or operating guidelines. For the purpose of efficiency the school representatives, along with the chairperson or president, should take the initiative in this process. They should then review their recommendations with the entire council to allow for discussion, modifications, and adoption of the constitution or guidelines. (See APPENDICES IV-32a and IV-32b.)

The Chairperson or President

The chairperson or president of an advisory council should be a layperson elected by the council. It may be advisable to establish a nominating committee composed of school personnel and one or two business community representatives.

The primary responsibility of this office is to preside at all meetings and work closely with school representatives to prepare the agendae. The chairperson or president should be recognized by the administration as the head of the advisory council. Standing committees are usually appointed by the chairperson or president.

School Representatives on the Advisory Council

School representatives should be the teacher-coordinators of cooperative education programs. In addition, the director or supervisor of vocational education and/or the department chairperson should take an active part in the planning and administration of the council. These personnel are the primary liaison between the school and community and between the administration and council. It should be emphasized that these members not serve as secretary of the council.

Since a variety of programs or topics may be involved in advisory council activities, it is essential that teacher-coordinators of each program meet in advance of the scheduled meeting to share ideas and concerns.

Council Recommendations

It is of the utmost importance that council representatives receive a written copy of minutes of each meeting. Members of the administration and board of education should be informed of council activities and recommendations either in writing or through verbal presentations.

Frequency of Meetings

As a consideration to council members, meeting dates and times should be set in advance. The number of meetings necessary will depend on local needs. It is suggested that a minimum of three meetings per year be scheduled. However, monthly or bi-monthly meetings may be deemed necessary. Check with council members to decide the most convenient time. Some groups may prefer breakfast or luncheon meetings to evening meetings.

POTENTIAL PROBLEMS

An advisory council which is properly organized can serve as a unifying agent. The school will be more sensitive to the community and the community more aware of school programs. Whenever people work together, problems can arise. (See APPENDICES IV-39a, SAMPLE LETTER FROM AN INTERESTED CITIZEN ASKED TO SERVE ON AN ADVISORY COUNCIL, and IV-39b, IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COMMITTEE.)

Be aware of and attempt to avoid the following:

1. A council which does not represent the total population of a community may result in a loss of confidence or an inaccurate picture of the community.
2. Lack of understanding of the council's role, value, or effectiveness may result in its misuse.
3. A council that tries to extend itself beyond its operating guidelines may reduce community and school support.
4. Poor organization, ineffective leadership, and lack of communication may result in an inoperative council.
5. A chairperson or president who tries to dominate a discussion or pressure the members to agree with a personal view may cause a negative reaction.
6. A council that is requested to perform functions normally performed by the staff or to execute rather than recommend policy can cause morale problems and dissension with the staff members.
7. Mass resentment and negative reactions may result if the school staff takes action in areas assigned to the council without first consulting the council.
8. Internal conflicts may result if different points of view are not considered, members' suggestions are not dealt with positively, or individual interests and concerns are not respected.
9. Uninformed council members, who may not understand their roles and responsibilities, may produce inappropriate recommendations.
10. A member who vents hostile feelings, seeks publicity, or tries to gain power may limit the effectiveness of the council.
11. Members who are overburdened or have unreasonable demands placed on their time may be unwilling to serve.
12. Council members may feel manipulated or that they are "rubber stamping" decisions already made.
13. Members may represent individual interests or deal with short-range needs rather than providing the community with an unbiased perspective of future needs.
14. Council effectiveness and community response may be limited by selecting members who are political appointments.

15. Inactivity can cause a council to die. Meetings that are poorly planned or infrequently held may cause little to be accomplished or lack of continuity.

16. Council activities can suffer from apathy or a complacent attitude.

17. Lack of administrative support or responsiveness to council recommendations may decrease member commitment.

ASSESSING THE EFFECTIVENESS OF YOUR ADVISORY COUNCIL

An assessment tool can provide for the self-evaluation of advisory councils for career and vocational education in terms of functions they typically fulfill. It also can assist in setting goals. (See APPENDIX IV-40, ADVISORY COUNCIL SELF-ASSESSMENT.)

UNIT V: THE PUBLIC RELATIONS PROGRAM

ESTABLISHING POSITIVE RELATIONSHIPS WITH ADMINISTRATION AND STAFF

The success of the cooperative office education program can be enhanced by a teacher-coordinator who develops a smooth working relationship with the entire school staff. It is the responsibility of the teacher-coordinator to project a positive image to the administration, teaching and guidance staff, and special services personnel of the school. An awareness of COE operations, activities, and developments provides these individuals with an understanding and appreciation of the program's education value.

The teacher-coordinator's key to success involves a positive image, high visibility, and a genuine desire to support the concept of vocational preparation, coupled with the need for a strong education in general.

DEVELOPING EFFECTIVE PUBLIC RELATIONS

Effective public relations in cooperative office education is more than acquiring the goodwill of the public towards the program. Planned publicity and public information is essential to establish and maintain a successful cooperative office education program. Public relations uses publicity and information in a way that is best suited to the media and other methods of communication. Public relations include:

1. Communicating to the various participants in the COE program:

    a. purposes

    b. benefits

    c. activities

    d. other information

2. Choosing what is to be communicated, how it is to be communicated, and to whom it is to be communicated.

3. Drawing attention (through publicity) to the activities and achievements of students.

4. Publicizing the COE program as a joint effort with the cooperation of:

    a. teacher-coordinator

    b. advisory council

    c. faculty members

    d. employers

    e. students

    f. others

REACHING SPECIFIC AUDIENCES

Even though cooperative office education is not a new idea, its basic principles often are not fully understood by its participants or by those who would like to participate. Therefore, its purposes, objectives, policies, procedures, and any other essential information should be communicated to a variety of specific audiences through various media. Some methods for reaching these groups are as follows:

1. Students

    - Publicity in local and school newspapers

    - Student presentations in the classroom or auditorium

    - Activities of the vocational student organization

    - Informative brochures and displays

    - Reports from satisfied and successful students

2. Parents

    - Parent-teacher meetings

    - A direct mailing to the home

    - Publicity in local papers

    - Business- and industry-sponsored meetings and publicity

    - Personal contacts with the teacher-coordinator

3. Faculty

    - Faculty meetings

    - Informative brochures and displays

- Individual face-to-face conversations with teacher-coordinator

4. Administration

   - Observing students at their training stations

   - Observing students in the classroom

   - Vocational student organization meetings

   - Periodic reports

     a. student achievement
     b. placements
     c. employer evaluations
     d. activities

5. Employees

   - Student contact

   - Teacher-coordinator contact

6. Employers

   - Personal contacts of the teacher-coordinator

   - Printed materials

   - Service club and trade association meetings

   - Employer-employee meal functions

   - Newspaper publicity

   - Advisory council membership

PROMOTIONAL ACTIVITIES

A planned schedule of public relations activities is more effective than impromptu attempts to publicize the program. Publicity should be a continuous process using a variety of media.

1. Use of Communication Media

   a. Local and school newspaper articles about student activities, program information, and success stories of students

   b. Flyers, brochures, and letters directed to parents, students, and employers

c. Student presentations before student groups, service clubs, parent and faculty meetings, and employer and employee groups

d. Teacher-coordinator presentations before similar groups

e. Career clinics for students conducted by cooperative office education students and participating employers

f. Employer visits to the school and faculty field trips to business and industry locations

g. Displays and exhibits of students' work and activities

h. Teacher-coordinator's personal contacts with individuals who have interests and concerns related to the program

i. Radio and television appearances by cooperative office education teacher-coordinator, students, and employers.

j. Symposia, seminars, and short training sessions for people in business and industry, conducted by the teacher-coordinator

2. Special Tools

A strong and successful cooperative program does much to publicize itself. Pleased employers are quick to relate their experience with the program to business associates who, in turn, contact the school for additional information. A well-organized publicity program will do much to focus public attention on the cooperative office education training program. The cooperative part-time training program lends itself to many special and specific tools adaptable to an effective public relations program. Below is a partial list of these special tools:

a. Newspaper publicity is important in establishing a new program. Good-quality pictures are valuable supplements to a carefully written article.

(1) Articles placed periodically in the newspaper during the school year should explain the operation of the program. This prompts interested students to seek enrollment for the coming year.

(2) An article at the close of school may list program graduates and their places of employment.

(3) An article should be published highlighting the employer-employee banquet. One might include the program, school officials, guests, employers, and students.

(4) Four or five times a year, release newspaper articles listing program accomplishments. These articles will sell the program to employers, parents, and students.

(5) A "student-of-the-week" or "student-of-the-month" article in the school or local newspaper may be used to advertise the program. The student's comments will give the article personal appeal.

(6) The above idea can be modified to highlight cooperating employers, advisory council members, and/or past graduates.

b. Speaking assignments could be arranged for various local, civic, church, or service clubs. (See APPENDIX V-41 for a sample presentation.)

(1) Public relations through interaction in civic organizations serve as a basis for publicizing the cooperative program.

(2) At least one talk yearly should be made before civic groups.

(3) A teacher-coordinator should not hesitate to ask for a place in the schedule of programs in luncheon meetings.

c. Assembly programs in school are another tool for a good public relations program.

d. Make use of bulletin board displays in the halls of the school building.

e. Use local radio and television. Most radio and television outlets are willing to assign some air time to educational news.

f. Use audio-visual materials (such as slides and school-made movies) at a school open house during Vocational Education Week.

g. Display slides and movies, exhibits, and bulletin boards at local civic or public affairs and meetings.

h. Hold an annual employer-employee meal function. This year-end affair could include employers, students, parents, advisory council and board members, school administrators and other school staff. Inviting other cooperative office education groups in the local district to make it a joint function increases its value as a publicity tool. (See APPENDIX II-24.)

i. At the end of the school year, send a thank-you letter to all employers who participated in the cooperative office education program during the year. (See APPENDIX V-42, SAMPLE EMPLOYER-EMPLOYEE THANK-YOU LETTER.)

j. Use the advisory council as a speakers' bureau.

k. Publicize the awarding of program completion certificates.

l. Publicize educational trips.

m. Grant awards to outstanding students.

n. Grant scholarships to deserving students.

3. Contacts

Various groups and individuals are to be contacted through the public relations program. All have a stake in public education and are usually willing to assist and encourage new ideas.

- Board of Education
- Chamber of Commerce
- Jr. Chamber of Commerce
- High School Staff and Student Body
- Parent-Teachers' Association
- Advisory Council
- Employment Service/Agencies
- Community Service Clubs
- Business & Professional Organizations
- Media
- Employers

4. Publications and Their Applications

a. Publications

(1) Newspapers

(2) School papers

(3) Trade journals

(4) Educational magazines

(5) House organs

(6) Bulletins, pamphlets

(7) School yearbook

(8) Flyers

b. Applications
Publicize the following:

(1) New personnel

(2) New programs

(3) Names of students

(4) Names of cooperating agencies

(5) Vocational student organization activities

(6) Related class activities

5. Specific Promotional Activities

The following can serve as a checklist to determine what specific activities are to be used in promoting the cooperative office education program.

a. General

_____ Invite visitors to COE classes
_____ Distribute bulletins about COE
_____ Invite supervisors as guests at COE meal function
_____ Use community resource people in the related class and at student organization meetings
_____ Speak at service club meetings (See APPENDIX V-41.)
_____ Exhibit at P.T.A. and other community meetings
_____ Have students make presentations at community meetings
_____ Encourage participation on advisory council
_____ Publicize future events
_____ Submit follow-up news releases on events
_____ Display exhibits, posters, and charts about COE
_____ Distribute COE newsletter
_____ Distribute career information literature
_____ Announce COE activities in faculty bulletin
_____ Include COE in the school yearbook
_____ Have COE students assist with school projects
_____ Speak at student assembly program
_____ Submit news releases about COE in school newspaper
_____ Send speakers to other classes

b. Student Participation

(1) Service projects

_____ Assist in pre-employment training
_____ Form a speakers' bureau to explain COE
_____ Participate in community drives
_____ Assist service clubs in special projects
_____ Help a needy family--at holiday or any time
_____ Give a party for children or senior citizens
_____ Serve the school by helping with typing projects

(2) Social activities

_____ Invite guests when sponsoring a dance
_____ Have a well-planned party--perhaps a get-acquainted party
_____ Go as a group to a theater
_____ Give a swimming and/or skating party
_____ Go bowling
_____ Give a tea for parents
_____ Invite another cooperative office education group to visit
_____ Give a breakfast

_____ Plan any kind of social event that sounds enjoyable to the group (picnics, hayrides, barbecues)

(3) Educational projects

_____ Give an employer-employee appreciation meal function (See APPENDIX II-24.)
_____ Invite outstanding businesspersons to speak to the class or student organization
_____ Visit businesses in the community
_____ Participate in student forums
_____ Help instruct other COE students in special office skills
_____ Give an assembly program
_____ Prepare a radio or television program
_____ Visit other schools

(4) Fund-raising projects

(a) Sell:
_____ School promotional items--decals, school emblems, etc.
_____ Food and/or candy
_____ Stationery and cards
_____ Flowers
_____ Typing services
_____ Holiday items

(b) Sponsor:
_____ School dance
_____ Craft show
_____ Flea market
_____ Talent show
_____ Fashion show
_____ Sporting event

NEWS RELEASES

Of the information media available, newspapers will provide the most commonly used vehicle for telling the story of cooperative office education. By following a few simple guidelines, one can do a better job of preparing copy and, as a result, getting it into print.

The people who work for a newspaper are more pressed for time than most employees. They will, therefore, appreciate brevity. The editors who decide whether a story is of sufficient importance to warrant space in their paper must choose among many requests which come into the newsroom.

A press release should be sent to the editor of the proper department of the newspaper. Following proper guidelines, being courteous, and being appreciative of articles published, are more desirable and effective methods of getting into print than using pressure of any kind (such as mentioning some relative as an important advertiser).

1. Advantages

Many advantages of using news releases are apparent, but perhaps the most important are:

   a. They are free or relatively inexpensive in most cases.

   b. They can be prepared quickly.

   c. They have a wide range of publicity coverage.

2. Procedure

Using a definite procedure in planning, writing, and distributing news releases will make them more effective. The following procedure is suggested:

   a. Determine the purpose of the news release prior to writing the article.

   b. Organize the main points to be covered in the article in a logical sequence.

   c. Type the information in proper news-release form. (See APPENDIX V-43, SAMPLE NEWS RELEASE.)

   d. Personally take the news release to the newspaper.

   e. Introduce yourself to the editor or his/her representative.

   f. Indicate the purpose and contents of the news release.

   g. Show appreciation concerning publication of the news items.

   h. Use pictures whenever possible.

3. Answer the Five W's

   a. Who?

      - Who arranged the program?
      - Who will act as host or hostess?
      - Who will preside?
      - Who will speak?
      - Give complete names and addresses.

   b. What?

      - What is the organization's full name? (The full name should be given at least once. Initials may be

misleading or may be initials with which some readers are not acquainted.)
- What is happening or has happened that is of interest?

c. When?

- Be exact as to time.
- Don't just say Tuesday, but Tuesday, October 1 at 2:30 p.m.
- Don't just say last month or next year, but specify month or year

d. Where?

- Where is the event happening?
- State the exact meeting place (not "the regular meeting place," but "The ballroom of the Green Hotel").

e. Why?

- Why is this event occurring?
- If there was a special meeting, why?
- If something is happening at an unusual place, why?

4. The Inverted Pyramid

A news story is similar to an inverted pyramid. The most important facts are at the top and they taper off in importance toward the bottom. Thus, if the editors are forced to delete some of the story because of space, they can lop it off the bottom without hurting the story.

The first paragraph or two of the story (called the lead) should contain all of the essential facts (the five W's). Pick out the most important points and put them first.

5. Accuracy

Try to make the release as accurate and impartial as a member of the newspaper's reporting staff would write it. Send a clean, accurate copy to the newspaper office. Make sure all information is correct. Times and dates should be absolutely definite and names should be spelled correctly and completely. If a name has an unusual spelling, such as Agness instead of Agnes, use the symbol (OK) after it to indicate the unusual spelling is correct.

6. Some Basic Rules

In writing the story for the paper, do so in a way that will give editors the least amount of trouble in handling it for publication. (See APPENDIX V-43.)

a. Type the story double-spaced on only one side of standard 8 1/2" x 11" paper, leaving 1 1/2" margins.

b. Start typing about halfway down on the first page. This will leave room for typesetting information to be added to the news release.

c. In the upper left corner, type the name, address, and phone number of the person submitting the article for publication. Type the date the article should appear in the paper in the upper right corner.

d. Be as brief as possible. Good publicity is not measured by the inch. Most stories can be written on one page. If the editors want more details, they will ask for them. It is a good idea to make copies of releases in case one has to refer to them over the phone.

7. Picture Information

Many newspapers rely on their staff of photographers to take pictures of local events when possible. However, photographs may be submitted for consideration.

a. Submitting photographs

(1) Black-and-white, professional-quality photographs are acceptable.

(2) Caption material, including names from left to right, should be typewritten on a separate sheet of paper and pasted to the bottom of the photo. Do not write on the back of the photograph.

(3) If a submitted picture is to be returned, include a stamped, self-addressed envelope.

(4) Pictures must be meaningful and visually attractive.

(a) use good props
(b) use workable and attractive settings
(c) use four or less people in the picture

b. Making use of the newspaper's photographer

(1) Newspapers usually will not photograph check-, gavel-, award-, or plaque-passing events. They will, however, often photograph the end result of a fund-raising drive; i.e., a meal for the needy provided by an organization's fund-raising efforts.

(2) Newspapers usually will not photograph the installation of new officers, but they will often consider for publication a suitable head shot which is submitted.

(3) The person requesting a photographer is responsible for having everything ready at the assigned time. The

photographer is usually authorized to wait only a limited time (about 15 minutes) for late arrivals.

(4) Those to be photographed should be at the assigned site 15 minutes early. Requests for photographers should be made at least two weeks prior to the date the picture is to be taken. The publicity person should be on hand when the picture is taken. All those photographed should be properly attired.

(5) One rule to remember concerning the type of picture newspapers are interested in is "the usual person, animal or thing doing the unusual--the unusual person, animal or thing doing the usual."

8. Collecting Helpful Information

a. Keep a date book as a reminder when announcements should be submitted. It is helpful to get releases to the newspaper seven or ten days prior to the release date.

b. Keep a scrapbook of published stories about the cooperative office education program. This will be a valuable reference.

c. Clip newspaper articles of various types and follow their pattern when a similar situation arises.

SUGGESTED CALENDAR FOR PUBLIC RELATIONS ACTIVITIES

Summer Months

- Complete or update community surveys.
- Prepare news releases for newspapers regarding COE program.
- Prepare and distribute COE public relations brochures
- Mail first parents' newsletter.
- Arrange and schedule presentation time for faculty orientation to COE.
- Secure training stations and remember to sell the merit of the program during the face-to-face interview. (This continuous function is a built-in public relations feature.)
- Arrange to speak to as many service clubs as possible.
- Prepare a bulletin board or display regarding COE for the first school day.
- Make necessary contacts to promote a radio and/or cable TV interview for a COE student.

September

- Hold orientation meeting(s) for students, parents, and training station supervisors.
- Contact newspaper education editor to arrange schedule for a series of four to six articles of individual students on their

jobs, including photos; deliver a news release and photo for the first article.

- Give the list of advisory council members to your superintendent.

October

- Submit the second article of the series concerning the individual student at a training station to the newspapers.
- Have students prepare a bulletin board or window display.
- Schedule first advisory council meeting and announce the meeting in newspapers. Be sure to include COE students in the membership. Submit photo and caption to the newspapers.
- Contact different service clubs and arrange for students to speak at their meetings regarding the purposes and benefits of COE.
- Contact the audio-visual coordinator and arrange to make a slide or film presentation of the COE program.
- Visit and observe students at their training stations and invite one of the counselors to one of the sites.
- Sponsor the first COE fund-raising project.

November

- Invite community resource speaker to the related class and submit news releases.
- Visit training stations regularly and invite a member of the business department to one of the sites.
- Have students prepare a bulletin board or window display.
- Arrange to speak at another service club meeting.
- Encourage the COE students to sponsor a service project for Thanksgiving.
- Prepare news releases for the newspapers regarding fund-raising or service activities.
- Arrange for an announcement on a local radio and/or cable TV program regarding the fund-raising project or service activity.
- Reserve space for COE activities in the school's yearbook.
- Arrange with counselors to have COE students take an active part and act as hosts and hostesses at the Career Day program. They can also help distribute career information.

December

- Prepare newspaper releases regarding a COE field trip.
- Have students prepare a holiday bulletin board or display.
- Plan and publicize the Holiday Alumni Tea for COE members.
- Encourage COE students to plan and carry out a service project.
- Write a professional article about COE for one of the business education magazines and submit it to the sponsoring editors for publication.

January

- Schedule a combined social/business meeting of the advisory council and the training station supervisors.
- Invite an administrator to visit a training station.
- Have students change the bulletin boards and displays.
- Submit the third of a series of articles and photo of the individual student on the job to the newspapers.
- Encourage the COE students to begin preparations for the employer-employee meal function.
- Arrange for students to go out to speak to another service club.
- Recruit juniors for next year's COE program.

February

- Schedule a breakfast or other activity during Vocational Education Week.
- Set up a display at a regular Chamber of Commerce meeting.
- Invite a different counselor to visit one of the training stations.
- Submit the fourth of a series of articles and photo of the individual student on the job to the newspaper.

March

- Assign students to change bulletin boards and displays.
- Finalize plans for employer-employee appreciation meal function; develop program, send invitations, and invite special guests.
- Mail the second parents' newsletter.

April

- Celebrate National Education for Business Week.
- Celebrate National Secretaries' Week; i.e., honor school secretaries and submit a news release.
- Invite a board of education member to visit a training station.
- Spotlight advisory council member in newspapers.

May

- Hold the employer-employee appreciation meal function. (See APPENDIX II-24.) Submit news release.
- Present employers with a certificate of participation.
- Present students with a certificate of program completion.
- Mail the third and final parents' newsletter.
- Have students make a bulletin board and display with a graduation theme (each trainee's graduation picture with place of employment listed).
- Visit training stations to thank each employer personally for participating in the COE program.
- Preliminary meeting for new COE students.
- Select an outstanding COE student for special recognition.

June

- Write letters of appreciation to training station supervisors (see APPENDIX V-42), parents, and others who have contributed to COE.
- Write letters to newspaper editors, thanking them for news coverage during the year.

UNIT VI: PROVIDING FOR EVALUATION AND FOLLOW-UP

OVERVIEW REGARDING FOLLOW-UP STUDIES OF GRADUATE STUDENTS

The Carl D. Perkins Vocational Education Act of 1984 requires that State Plans contain provisions for periodic and continuous evaluations of State and local programs, services, and activities. The follow-up data after graduation should be included at one-, two-, and five-year intervals.

An accurate follow-up file on each graduate should be maintained and is essential in accomplishing longitudinal studies covering periods from one to five years.

There are effective techniques for follow-ups of graduates such as questionnaires and/or telephone interviewing.

Regardless of the method of data collection, the following information is essential and should be on the survey:

1. Retention in the same job
2. Employment in related jobs
3. Additional education and training needed
4. Employment history
5. Advancements, job duties, salary range
6. Personal assessment regarding the value of the training provided by the COE program
7. Any comments or suggestions for improving the program

TYPES OF INFORMATION THAT MAY BE CONSIDERED IN EVALUATING COOPERATIVE OFFICE EDUCATION OUTCOMES

Evaluating Outcomes: The following types of information should be considered in evaluating cooperative office education outcomes:

1. Number of students enrolled in the program for the survey year.

2. Number and distribution of occupations filled by graduates.

3. Compare above information with labor market needs.

4. Number who might have dropped out of school if not in COE.

5. Evaluations by employers of the job performance of COE graduates as compared to other groups.

FOLLOW-UP FOR COOPERATIVE OFFICE EDUCATION PROGRAMS

Send a cover letter requesting the graduate complete the survey and explain that the information collected will be used to make the program more effective. (See APPENDICES VI-44a and VI-44b, SAMPLE FOLLOW-UP QUESTIONNAIRE FOR ONE- AND FIVE-YEAR SURVEY.)

OUTLINE FOR ANALYZING THE RESULTS OF THE FOLLOW-UP STUDY

Analyze results of follow-up studies. (See APPENDIX VI-45, SAMPLE OUTLINE FOR ANALYZING THE RESULTS OF THE FOLLOW-UP STUDY.)

CHECKLIST FOR EVALUATING COOPERATIVE OFFICE EDUCATION PROGRAMS

Use checklist for evaluating the cooperative office education program. See APPENDIX VI-46, SAMPLE CHECKLIST FOR EVALUATING COOPERATIVE OFFICE EDUCATION PROGRAMS.)

PURPOSES AND PROCESS OF SELF-EVALUATION

Introduction

As an integral part of evaluating the cooperative office education program, the teacher-coordinator should conduct a self-evaluation. The teacher-coordinator as a professional should be interested in self-improvement.

Process of Self-Evaluation

The process of self-evaluation will be similar to the evaluation process of the student, the training station, or any other phase of the cooperative office education program. The following items should be considered:

1. Determining the objectives of the evaluation
2. Establishing evaluative criteria
3. Conducting the evaluation
4. Summarizing the results
5. Determining plans for future improvement

The teacher-coordinator can obtain data regarding evaluative criteria from various sources.

1. Self-evaluation checklists
2. Student evaluation reports
3. Evaluation reports by school administrators

Self-evaluation checklists should be used with discretion and revised according to the individual routine of the teacher-coordinator.

EVALUATION OF THE STUDENT IN THE RELATED CLASS

Suggested activities in evaluating students' performance in the related class:

1. Evaluate students' progress through testing according to established course standards.
2. Evaluate students' abilities to carry out individualized units by teacher tests and samples of work.
3. Evaluate the ability of students to apply class instruction to on-the-job performance.
4. Rate students on human relations.
5. Evaluate each student's safety unit and awareness of safety in school and on the job.

STUDENT EVALUATION OF TEACHER-COORDINATOR

(See APPENDIX VI-47, SAMPLE OF STUDENT EVALUATION OF TEACHER-COORDINATOR.)

PARENTS' EVALUATION OF THE COOPERATIVE OFFICE EDUCATION PROGRAM

(See APPENDIX VI-48, SAMPLE OF PARENTS' EVALUATION OF THE COOPERATIVE OFFICE EDUCATION PROGRAM.)

APPENDIX I-1: NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES

New Jersey State Department of Education
Division of Vocational Education
CN500
Trenton, New Jersey 08625

NEW JERSEY COOPERATIVE VOCATIONAL EDUCATION PROGRAM GUIDELINES

Revised July, 1984

DEFINITION: Cooperative vocational education is a program in which students work toward career goals and graduation credit through a combination of regularly schedule part-time paid employment and related classroom instruction. Cooperative vocational education programs that these guidelines address are as follows:

Cooperative Agricultural Education (CAE)
Marketing and Distributive Education (MDE)
Cooperative Health Occupations Education (CHO)
Cooperative Home Economics Education (CHE)
Cooperative Office Education (COE)
Cooperative Industrial Education (CIE)

I. WORKING HOURS

The school and the teacher-coordinator have the responsibility of assuring that the employment of cooperative vocational education students is legal, educationally sound and does not jeopardize the students' health or well being.

A. Work Week

1. A minimum of fifteen hours per week, which may be averaged, shall be worked by cooperative vocational education students.
2. Classified handicapped students shall work a minimum of ten hours per week.
3. Supervision on the job must be provided by the teacher-coordinator for cooperative vocational education students who work during school hours, beyond school hours and when school is not in session.
4. Cooperative vocational education students may work a maximum of five hours in any school day. Eight hours may be allowed when school is not in session. The total hours shall not exceed 33 in any six day work week.

APPENDIX I-1: (Continued)

Supervision must be provided by the school for the extended period of employment.

5. No cooperative vocational education student between 16 and 18 years of age shall work beyond 11:00 p.m.

NOTE: Exceptions to the above must be requested and approved in writing through application by the local education agency administration to the specific program specialist, Division of Vocational Education, using an exemption form supplied by the Division indicating:

a. How supervision on the job will be provided (i.e., nights, Sundays, holidays).
b. How the time period between leaving school and arriving at work is kept to a minimum.

Under no circumstances should requests be made for additional hours or occupational pursuits prohibited by other state or federal child labor regulations.

I. STUDENTS

A. Selection

1. All students must be 16 years of age or older.
2. Cooperative vocational education programs shall be open to all students 16 years or older who need, want or can benefit from such a program.
3. The prospective cooperative vocational education student must make application and be interviewed by the teacher-coordinator in conjunction with guidance personnel.
4. Each student will be tested and counseled to determine those occupations best suited to his/her career objective.
5. When a student must decide between existing cooperative vocational education programs, the choice of program will be determined by the student's career objective.

B. Performance

1. The teacher (See III. C.) or teacher-coordinator shall evaluate the student's related instruction.
2. The teacher-coordinator and the employer shall evaluate in writing the student's on-the-job performance at least once per marking period.

C. Transportation

1. Students must provide their own transportation to and from work but must have parental permission to do so.
2. If a licensed student 18 years or older drives, on an incidental only basis as part of the job responsibility, insurance must be provided by the employer

D. Employment

1. The teacher-coordinator has total responsibility for the student's on-the-job placement.

APPENDIX I-1: (Continued)

2. Employment must be appropriate to the student's skill, abilities and career goals. It should represent a bona-fide training program, be a true learning situation, have an absence of exploitation and comply with safety standards.
3. The teacher-coordinator in conjunction with the employer shall determine the student's continuance, termination or change in job.
4. A Temporary Alternate Plan must be developed for cooperative vocational education students who are TEMPORARILY unemployed because of adverse economic conditions, documented medical reasons or other reasons.

III. RELATED INSTRUCTION

A. Related instruction shall develop competencies including safety instruction: (1) needed by all workers, (2) needed by workers in an occupational area, (3) needed by workers of a specific occupation only, (4) needed by a particular worker in his/her place of employment only. This will require organized learning experiences in total class activities, small group activities, and individual activities in the classroom.

B. The teacher-coordinator shall meet every student for related instruction a minimum of 200 minutes per week.

C. When an alternative to item B above is utilized, an educational plan, describing how the related curriculum will be delivered, must be developed. This plan must be signed by the chief school administrator, approved by the county office and forwarded to the Division of Vocational Education.

D. A maximum of 15 credits and one final grade shall be earned in a ten-month period (September through June) for satisfactory completion of on-the-job training and related instruction.

IV. TRAINING STATION

Student employment conditions will be in accordance with the following:

A. Employers must assign a qualified supervisor or skilled worker(s) who will be responsible for the training function of cooperative vocational education students.

B. The employer must pay minimum wages (State or Federal, whichever is higher) or salaries comparable to those paid other beginning workers in the same type of work and provide all worker benefits to which other part-time workers are entitled.

C. Employers must have adequate equipment and other facilities necessary to achieve the training objective.

D. Employers must show evidence of health-safety consciousness and provide appropriate safety training and personal protection.

APPENDIX I-1: (Continued)

E. Employers must provide workers' compensation coverage for cooperative vocational education students.

F. Employers must sign a written training agreement and training plan with the school indicating the specific nature of the training to be offered and their acceptance of the conditions of the training plan.

G. All training stations in which hazardous tasks are performed (as defined in Bulletin 101 from the U.S. Department of Labor and the New Jersey Child Labor Laws) must be registered with the New Jersey State Department of Education.

H. Employers must observe all State and Federal Labor laws.

V. TEACHER-COORDINATOR

A. Certification

1. The teacher-coordinator must hold a valid New Jersey teaching certificate in the specific program area for which he/she coordinates and must be appropriately certified as a teacher-coordinator in that discipline.
2. In any discipline where there are fewer than 10 students to warrant hiring a certificated teacher-coordinator from that discipline, the district must develop alternative arrangements for providing both on-the-job coordination and related instruction (i.e., hiring appropriately certificated person(s) on a per diem basis; forming a consortium with other schools to provide the cooperative experience). A request for this alternative must be signed by the chief school administrator, approved by the county office and forwarded to the Division of Vocational Education.

B. Schedule

1. The teacher-coordinator must observe each student on-the-job at least once every two weeks. About 50 percent of a normal teaching day should be allotted for this purpose.
2. In addition to the normal teaching day, the teacher-coordinator shall perform supervisory cooperative education duties when students are placed on the job during the following periods:
   a. During the summer.
   b. Beyond the normal teaching day.
   c. On Saturdays, Sundays, holidays and school year vacation periods (i.e., spring break).

C. Evaluation

1. The teacher-coordinator shall prepare cooperative vocational education program evaluation and follow-up as required by the State Department of Education.
2. New teacher-coordinators should participate in in-service workshops conducted or sponsored by the State Department of Education.

JW/pe:1/02821

APPENDIX I-2: FORM CI-1070*

THIS FORM MAY BE DUPLICATED LOCALLY FORM CI-1070 (Revised)

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

OFFICE OF DEPUTY COMMISSIONER
OFFICE OF SCHOOL APPROVALS AND COUNTY SERVICES

APPLICATION FOR APPROVAL OF PROPOSED CHANGES IN SECONDARY SCHOOL PROGRAM

Four copies are to be completed: Two copies to be filed with the Office of School Approvals & Co. Services, One copy to be sent directly to the County Superintendent, and One copy to be retained in your school.

Name of Secondary School________________________ Date__________

School District________________________ County__________

Principal____

I. Check or indicate where appropriate, changes contemplated. Please attach extra sheet if necessary.

A. The addition of a course (name of course)______________
B. Will replace (name of course)______________
C. Credits allowed____ Required____ Elective____
D. A change in the credit (not units) assignment of a course from _____ to _____
E. A change in credits (not units) required for graduation from _____ to _____
F. A change in the number of periods weekly of a course from _____ to _____
G. Grade level offered (7, 8, 9, 10, 11, 12)______________
H. Number of minutes classroom instruction per week __________ or from _____ to _____
I. Number of single periods per week _____# double _____ or from _____ to _____
J. Length of course--one year____ semester____ less than a semester_____
K. A reorganization of one or more of the curricula__________
L. A reorganization of grade level assigned to school from _____ to _____
M. A change in the daily time schedule to overlapping _____ or double sessions _____
N. Reorganization of Special Education Program for credit assignment _____
O. Request for Experimental/Developmental approval for one year _____ (When requesting Experimental/Developmental approval, please attach outline of proposed course)

* This form may change from time to time; be sure to use the current one.

APPENDIX I-2: (Continued)

P. The withdrawal of a course from the curriculum - name of course____

II. If the proposed changes involve an extensive change in the Program of Studies, (e.g., a reorganization of curricula) a complete copy of the new program and a brief description of how this differs from the old program is necessary. The new program of studies should indicate whether subjects are required or electives, periods per week, credits per course, credits required for graduation.

III. Date to become effective________________________________

Approved by the local Board of Education at a meeting held on (date)____

Signature of Superintendent of Schools____________________

****

FOR STATE DEPARTMENT USE ONLY

Consultant Approval____________________ Date ________________

Recommended for Approval ________________ ____________________

Date Director of Secondary Ed.

APPENDIX I-3: STUDENT INTEREST SURVEY FORM

STUDENT INTEREST SURVEY FORM

COOPERATIVE OFFICE EDUCATION PROGRAM
__________, New Jersey

Name______________________________________ Date ___________________

Grade Level________________Date of Birth_________Male____Female____

Homeroom Teacher____________________________Homeroom No.____________

PLANS AFTER HIGH SCHOOL (Check the appropriate choice or choices):

___ Attend college or university
___ Attend county or junior college
___ Attend private business school
___ Other (Specify)
____

___ Attend technical school (other than business)
___ Seek employment
___ Join the Armed Services

Name of school, college, or university you plan to attend (if appropriate):____

WHAT AREAS INTEREST YOU?

___ Office Work
___ Data Processing
___ Word Processing
___ Accounting
___ Banking or Finance
___ Office Management
___ Other ____

PRESENT PLANS (Check the selections that apply to you):

___ I am now working part-time.
___ I am now working part-time, but would like a different job.
___ I am not working.
___ I am not working, but I would like to be.
___ I feel I would benefit from classroom training that would help me do a better job.
___ I would like more information about the Cooperative Office Education Program.

If you are employed, fill out the followng information:

Name of Employer____
Type of Work I Do____

APPENDIX I-4: CLASSIFICATION OF INSTRUCTIONAL PROGRAMS
C.I.P. OCCUPATIONAL PROGRAM CODES

AGRICULTURE AGRIBUSINESS

010101	AGRICULTURAL BUSINESS & MNGT, GENERAL
010104	FARM & RANCH MANAGEMENT
010201	AGRICULTURAL MECHANICS, GENERAL
010302	ANIMAL PRODUCTION
010304	CROP PRODUCTION
010305	GAME FARM MANAGEMENT
010401	AGRICULTURAL PROD & PROCESSING, GENERAL
010501	AGRICULTURAL SERVICES & SUPPLIES, GENERAL
010504	ANIMAL GROOMING
010506	HORSESHOEING
010602	ARBORICULTURE
010603	FLORICULTURE
010604	GREENHOUSE OPERATION & MANAGEMENT
010605	LANDSCAPING
010606	NURSERY OPERATION & MANAGEMENT
010607	TURF MANAGEMENT
020201	ANIMAL SCIENCES, GENERAL
020203	ANIMAL HEALTH
020207	FISHERIES SCIENCE
020209	POULTRY
020302	DAIRY PROCESSING
020401	PLANT SCIENCES, GENERAL
020408	PLANT PROTECTION (PEST MGMT)
020503	SOIL CONSERVATION
030101	RENEWABLE NATURAL RESOURCES, GENERAL
030401	FORESTRY PRODUCTION & PROCESSING, GENERAL
030601	WILDLIFE MANAGEMENT
310201	OUTDOOR RECREATION

BUSINESS AND OFFICE

060401	BUSINESS ADMINISTRATION & MANAGEMENT, GEN
060404	SYSTEMS EFFICIENCY ANALYSIS
070102	ACCOUNTING AND COMPUTING
070103	BOOKKEEPING
070201	BANKING & RELATED FINANCIAL PROG, GENERAL
070206	TRANSIT CLERK
070301	BUSINESS DATA PROCESS & RELATED PROG, GEN
070302	BUSINESS COMPUTER AND CONSOLE OPERATION
070303	BUSINESS DATA ENTRY EQUIPMENT OPERATION
070304	BUSINESS DATA PERIPHERAL EQUIPMENT OPER
070305	BUSINESS DATA PROGRAMMING
070306	BUSINESS SYSTEMS ANALYSIS
070401	OFFICE SUPERVISION AND MANAGEMENT
070301	PERSONNEL AND TRAINING PROGRAMS, GENERAL
070502	EDUCATIONAL ASSISTING AND TRAINING
070503	PERSONNEL ASSISTING
070601	SECRETARIAL AND RELATED PROGRAMS, GENERAL
070602	COURT REPORTING
070603	EXECUTIVE SECRETARIAL
070604	LEGAL SECRETARIAL
070605	MEDICAL SECRETARIAL
070606	SECRETARIAL
070607	STENOGRAPHIC
070608	WORD PROESSING
070701	TYPING, GENERAL OFFICE & RELATED PROG, GEN
070702	CLERK-TYPIST
070705	GENERAL OFFICE CLERK
070707	RECEPTIONIST & COMMUNICATION SYSTEMS OPER
070710	TYPING
079999	BUSINESS AND OFFICE, OTHER

MARKETING AND DISTRIBUTION

060701	HOTEL/MOTEL MANAGEMENT
060702	RECREATIONAL ENTERPRISES MANAGEMENT
060703	RESORT MANAGEMENT

APPENDIX I-4: (Continued)

MARKETING AND DISTRIBUTION (Con't.)

060704	RESTAURANT MANAGEMENT
060705	TRANSPORTATION MANAGEMENT
061401	MARKETING MANAGEMENT
061402	MARKETING RESEARCH
061701	REAL ESTATE, GENERAL
061702	COMMERCIAL PROPERTY
061703	PROPERTY MANAGEMENT
061707	RESIDENTIAL PROPERTY
061801	SMALL BUSINESS MANAGEMENT
061802	SMALL BUSINESS OWNERSHIP
070202	CREDIT COLLECTION CLERK
070203	INSURANCE CLERK
070204	LOAN CLERK
070205	TELLER
070708	SHIPPING, RECEIVING, AND STOCK CLERK
070709	TRAFFIC, RATE, AND TRANSPORTATION CLERK
080101	APPAREL & ACCESSORIES MARKETING, GENERAL
080102	FASHION MERCHANDISING
080201	BUSINESS & PERSONAL SERV MARKETING, GEN
080202	DISPLAY
080301	ENTREPRENEURSHIP, GENERAL
080401	FINANCIAL SERVICES MARKETING, GENERAL
080402	BANKING MARKETING
080501	FLORISTRY, FARM & GARDEN SUPP MKTG, GEN
080601	FOOD MARKETING, GENERAL
080702	INDUSTRIAL SALES
080703	INTERNATIONAL MARKETING
080705	RETAILING
080706	SALES
080707	WHOLESALING
080801	HOME & OFFICE PRODUCTS MARKETING, GENERAL
080901	HOSPITALITY & RECREATION MARKETING, GEN
080902	MARKETING OF HOTEL/MOTEL SERVICES
080903	MARKETING OF RECREATIONAL SERVICES
080905	WAITER/WAITRESS & RELATED SERVICES
081101	TRANSPORTATION & TRAVEL MARKETING, GENERAL
081201	VEHICLES & PETROLEUM MARKETING, GENERAL
089999	MARKETING & DISTRIBUTION, OTHER
090201	ADVERTISING

HEALTH OCCUPATIONS

170101	DENTAL ASSISTING
170102	DENTAL HYGIENE
170103	DENTAL LABORATORY TECHNOLOGY
170202	DIALYSIS TECHNOLOGY
170203	ELECTRONCARDIOGRAPH TECHNOLOGY
170204	ELECTROENCEPHALOGRAPH TECHNOLOGY
170205	EMERGENCY MEDICAL TECHNOLOGY-AMBULANCE
170206	EMERGENCY MEDICAL TECHNOLOGY-PARAMEDIC
170210	RESPIRATORY THERAPY TECHNOLOGY
170211	SURGICAL TECHNOLOGY
170212	ULTRASOUND TECHNOLOGY
170303	CLINICAL ANIMAL TECHNOLOGY
170304	CLINICAL LABORATORY AIDE
170305	CLINICAL LABORATORY ASSISTING
170307	HEMATOLOGY TECHNOLOGY
170309	MEDICAL LABORATORY TECHNOLOGY
170401	ALCOHOL/DRUG ABUSE SPECIALTY
170402	COMMUNTY HEALTH WORK
170404	HOME HEALTH AIDE
170405	MENTAL HEALTH/HUMAN SERVICES ASSISTING
170406	MENTAL HEALTH/HUMAN SERVICES TEHNOLOGY
170408	THERAPEUTIC CHILD CARE WORK
170501	ANIMAL TECHNOLOGY
170502	CENTRAL SUPPLY TECHNOLOGY
170503	MEDICAL ASSISTING
170504	MEDICAL ILLUSTRATING
170505	MEDICAL OFFICE MANAGEMENT
170506	MEDICAL RECORDS TECHNOLOGY

APPENDIX I-4: (Continued)

HEALTH OCCUPATIONS (Con't.)

170507	PHARMACY ASSISTING
170510	PODIATRIC ASSISTING
170511	VETERINARIAN AIDE
170512	VETERINARIAN ASSISTING
170513	WARD CLERK
170601	GERIATRIC AIDE
170602	NURSING ASSISTING
170604	PEDIATRIC AIDE
170605	PRACTICAL NURSING
170606	WARD SERVICE MANAGEMENT
170701	OPTHALMIC DISPENSING
170702	OPHTHALMIC LABORATORY TECHNOLOGY
170703	OPHTHALMIC MEDICAL ASSISTING
170704	OPTOMETRIC ASSISTING
170705	OPTOMETRIC TECHNOLOGY
170706	ORTHOPTICS
170801	ART THERAPY
170802	CORRECTIVE THERAPY
170803	DANCE THERAPY
170804	EXERCISE PHYSIOLOGY
170806	MUSIC THERAPY
170808	OCCUPATIONAL THERAPY ASSISTING
170809	OCCUPATIONAL THERAPY AID
170810	ORTHOTIC/PROSTHETIC ASSISTING
170811	ORTHOTIC/PROSTHETICS
170812	ORTHOPEDIC ASSISTING
170814	PHYSICAL THERAPY AIDE
170815	PHYSICAL THERAPY ASSISTING
170817	RECREATIONAL THERAPY TECHNOLOGY
170819	RESPIRATORY THERAPY ASSISTING
170820	SPEECH/HEARING THERAPY AIDE
179999	ALLIED HEALTH, OTHER
181101	NURSING, GENERAL

HOME ECONOMICS

040501	INTERIOR DESIGN
200201	CHILD CARE & GUIDANCE MNGT & SERVICES, GEN
200202	CHILD CARE AIDE/ASSISTING
200203	CHILD CARE MANAGEMENT
200204	FOSTER CARE/FAMILY CARE
200205	TEACHER AIDE
200301	CLOTH & TEXTILES MGT, PRDCTIN, & SERV, GEN
200302	CLOTHING MAINTENANCE AIDE
200303	COMMERCIAL GARMENT & APPAREL CONSTRUCTION
200304	CUSTOM APPAREL/GARMENT SEAMTRESS
200305	CUSTOM TAILORING AND ALTERATION
200303	FASHION/FABRIC COORDINATION
200307	TEXTILES TESTING
200308	WEDDING/SPECIALTY CONSULTING
200401	FOOD PRODUCTION, MANAEMENT & SERV. GEN
200404	DIETETIC AIDE/ASSISTING
200405	FOOD CATERING
200406	FOOD SERVICE
200407	FOOD TESTING
200408	SCHOOL FOOD SERVICE
200501	HOME FRNSH & EQUIP MGMT, PROD SERV
200502	CUSTOME DRAPE/WINDOW TREATMENT DSGN/MAKING
200503	CUSTOME SLIPCOVERING & UPHOLSTERING
200504	FLORAL DESIGN
200505	HOME DECORATING
200506	HOME FURNISHINGS AIDE
200507	HOME SERVICE ASSISTING
200601	INST/HOME MGT, & SUPPORTING SERV, GENERAL
200602	COMPANION TO THE AGED
200603	CONSUMER AIDE/ASSISTING
200604	CUSTODIAL SERVICES
200605	EXECUTIVE HOUSEKEEPING
200606	HOMEMAKER'S AIDE
200607	THERAPEUTIC RECREATION AIDE
209999	VOCATIONAL HOME ECONOMICS, OTHER

APPENDIX I-4: (Continued)

TECHNICAL EDUCATION

100101	EDUCATIONAL MEDIA TECHNOLOGY
100103	PHOTOGRAPHIC TECHNOLOGY
100104	RADIO & TELEVISION PRDCTN & BDCSTING TECH
110201	COMPUTER PROGRAMMING TECHNOLOGY
110401	INFORMATION SCIENCES & SYSTEMS
120301	FUNERAL SERVICES
150101	ARCHITECTURAL DESIGN & CONSTRUCTION TECH
150202	DRAFTING AND DESIGN TECHNLOGY
150301	COMPUTER TECHNOLOGY
150302	ELECTRICAL TECHNOLOGY
150303	ELECTRONIC TECHNOLOGY
150304	LASTER ELECTRO-OPTIC TECHNOLOGY
150401	BIOMEDICAL EQUIPMENT TECHNOLOGY
150402	COMPUTER SERVICING TECHNOLOGY
150403	ELECTROMECHANICAL TECHNOLOGY
150404	INSTRUMENTATION TECHNOLOGY
150501	AIR CONDITIONING, HTG, & REGRIG, TECH
150502	AIR POLLUTION CONTROL TECHNOLOGY
150505	SOLAR HEATING AND COOLING TECHNOLOGY
150506	WATER AND WASTE WATER TECHNOLOGY
150603	INDUSTRIAL TECHNOLOGY
150604	MANUFACTURING TECHNOLOGY
150605	MARINE PRODUCTS TECHNOLOGY
150607	PLASTIC TECHNOLOGY
150610	WELDING TECHNOLOGY
150801	AERONAUTICAL TECHNOLOGY
150803	AUTOMATIVE TECHNOLOGY
150804	MARINE PROPULSION TECHNOLOGY
150805	MECHANICAL DESIGN TECHNOLOGY
159999	ENGINEERING & ENGINEERING REL TECH, OTHER
490102	AIRPLANE PILOTING & NAVIGATION
490303	COMMERCIAL FISHING OPERATION
490304	DEEP WATER DIVING & LIFE SUPPORT SYSTEMS
500801	GRAPHIC ARTS TECHNOLOGY

TRADE AND INDUSTRIAL

062001	TRADE & IND SUPR & MGMT
120101	DRYCLEANING & LAUNDERING SERVICES, GENERAL
120102	DRYCLEANING
120103	LAUNDERING
120401	PERSONAL SERVICES, GENERAL
120402	BARBERING
120403	COSMETOLOGY
200402	BAKING
200403	CHEF/COOK
430107	LAW ENFORCEMENT
430203	FIREFIGHTING
439999	PROTECTIVE SERVICES, OTHER
460102	BRICK, BLOCK, AND STONEMASONRY
460201	CARPENTRY
460301	ELECTRICAL & PWR TRANSMISSION INSTALL, GEN
460302	ELECTRICIAN
460303	LINEWORKER
460401	BUILDING MAINTENANCE
460403	CONSTRUCTION INSPECTION
460404	DRYWALL INSTALLATION
460405	FLOOR COVERING INSTALLATION
460406	GLAZING
460407	INSULATION INSTALLATION
460408	PAINTING AND DECORATING
460410	ROOFING
460501	PLUMBING, PIPEFITTING & STREAMFITTING, GEN
470101	ELECTRICAL & ELECTRONICS EQUIP REPAIR, GEN
470102	BUSINESS MACHINE REPAIR
470103	COMMUNICATIONS ELECTRONICS
470104	COMPUTER ELECTONICS
470105	INDUSTRIAL ELECTRONICS
470106	MAJOR APPLIANCE REPAIR
470107	MOTOR REPAIR

APPENDIX I-4: (Continued)

TRADE AND INDUSTRIAL (Con't.)

470108	SMALL APPLIANCE REPAIR
470109	VENDING & RECREATIONAL MACHINE REPAIR
470202	COOLING AND REFRIGERATION
470203	HEATING AND AIR CONDITIONING
470301	INDUSTRIAL EQUIP MAIN & REPAIR, GEN
470302	HEAVY EQUIPMENT MAINTENANCE & REPAIR
470303	INDUSTRIAL MACHINERY MAINTENANCE & REPAIR
470305	OIL & GAS DRILLING EQUIP OPER & MAINT
470401	ELECTROMECHANICAL/HYDRLC/PNMTC INST REPAIR
470402	GUNSMITHING
470403	LOCKSMITHING AND SAFE REPAIR
470404	MUSICAL INSTRUMENT REPAIR
470406	SHOE AND BOOT REPAIR
470407	SPORTING GOODS EQUIPMENT REPAIR
470408	WATCH REPAIR
470501	STATIONARY ENERGY SOURCES, GENERAL
470502	CONVENTIONAL ELECTRIC POWER GENERATION
470504	PUMPING PLANTS
470601	VEHICLE & MOBIL EQUIP MECH & REPAIR, GEN
470602	AIRCRAFT MECHANICS
470603	AUTOMOTIVE BODY REPAIR
470604	AUTOMOTIVE MECHANICS
470605	DIESEL ENGINE MECHANICS
470606	SMALL ENGINE REPAIR
480101	DRAFTING, GENERAL
480102	ARCHITECTURAL DRAFTING
480103	CIVIL/STRUCTURAL DRAFTING
480104	ELECTRICAL/ELECTRONICS DRAFTING
480105	MECHANICAL DRAFTING
480201	GRAPHIC & PRINTING COMMUNICATION, GENERAL
480202	BOOKBINDING
480203	COMMERCIAL ART
480204	COMMERCIAL PHOTOGRAPHY
480205	COMPOSITION, MAKE-UP, AND TYPESETTING
480206	LITHOGRAPHY, PHOTOGRAPHY, AND PLATEMAKING
480208	PRINTING PRESS OPERATIONS
480209	SILK SCREEN MAKING AND PRINTING
480301	LEATHERMAKING & UPHOLSTERING, GENERAL
480303	UPHOLSTERING
480401	PRECISION FOOD PRODUCTION, GENERAL
480402	MEATCUTTING
480403	SLAUGHTERING AND BUTCHERING
480502	FOUNDRY WORK
480503	MACHINE TOOL OPERATION/MACHINE SHOP
480504	METAL FABRICATION
480505	METAL PATTERNMAKING
480507	TOOL AND DIE MAKING
480508	WELDING, BRAZING, AND SOLDERING
480601	INDUSTRIAL CERAMICS MANUFACTURING
480602	JEWELRY DESIGN, FABRICATION, & REPAIR
480603	OPTICAL GOODS WORK
480604	PLASTICS
480703	MILLWORK AND CABINET MAKING
490106	FLIGHT ATTENDANTS
490202	CONSTRUCTION EQUIPMENT OPERATION
490203	MATERIAL HANDLINE
490205	TRUCK AND BUS DRIVING
490301	WATER TRANSPORTATION, GENERAL
490302	BARGE AND BOAR OPERATION
490306	MARINE MAINTENANCE
490308	SAILORS AND DECKHANDS
990000	OTHER NEC/TRADE & IND OCC OTHER

APPENDIX I-5: SAMPLE COMMUNITY SURVEY COVER LETTER

COMMUNITY SURVEY
Cover Letter
(to be typed on school letterhead)

Dear ____________:

I would appreciate your cooperation in completing an office education survey that will benefit both ____Name of High School____ and the business community of ____Name of Community____.

The information collected will be used to improve our courses of study, to motivate our students to produce better work, and to give our students and graduates useful career information.

Please fill out and return the enclosed form. For your convenience, I have also enclosed a self-addressed envelope. Do not hesitate to contact me for further information.

Sincerely yours,

____
(Your Name)

____
(Your Title)

Enclosure

APPENDIX I-6: SAMPLE COMMUNITY SURVEY

COMMUNITY SURVEY

The ______(Name of High School________ is considering beginning a cooperative office education program. Students in this program are placed in part-time office positions for on-the-job training for which they receive school credit. Your answers to the following questions will help the school determine the need for such a program in ____(Name of Community)______. All information will be kept confidential.

SURVEY OF JOB OPPORTUNITIES IN BUSINESS AND OFFICE OCCUPATIONS

Type of Business________________________________ Date______________

Name of Firm__________________________________ Address____________

Person Contacted______________________________ Dept. ____________

Position of Person Contacted ______________________________________

1. How many full-time employees do you have?______ Part-time?_______

2. How many personnel are employed in each of the following office categories?

Position	Full-Time	Part-Time	Estimated Annual Replacements
Clerical	________	________	________
Secretarial	________	________	________
Bookkeeping	________	________	________
Word Processing	________	________	________
Data Processing	________	________	________
Others (Business & Office)	________	________	________

3. How many high school students do you presently employ in business and office occupations?______

   If none, have you ever employed students? Yes_____ No_____

4. Would you be interested in learning more about a program designed to train employees in business and office occupations? Yes_____No_____

   Comments: ____

   ____

5. Would you be willing to employ part-time high school students at minimum wage? Yes_____ No _____

APPENDIX I-6: (Continued)

6. When does your firm employ temporary workers?

Christmas_____ Summer_____ Weekends_____ Other Times_____

7. Please check the following areas in which you could give students training experience:

___ Typewriting
___ Calculators
Brands_______________
___ Filing & Records Management
___ Telephoning
___ Travel Planning
___ Inventory Control
___ Financial Activities
___ Human Relations
___ Machine Transcription
Brands _______________
Other_________________________

___ Shorthand
___ Word Processing
___ Personal Grooming
___ Job Safety
___ Records & Accounts/Bookkeeping
___ Mailing Procedures
___ Scheduling Appointments
___ Writing & Editing
___ Receptionist Duties
___ Researching
___ Time Management
___ Data Entry

8. General Comments
____
____
____

APPENDIX I-7: SAMPLE PARENT SURVEY

PARENT SURVEY

Dear Parent:

Please help us provide a realistic means of training young people for the careers of their choice--through the cooperative method of instruction. This instruction is different from the traditional course offerings because it combines school instruction and training on a real job in the community.

Please complete the following questionnaire regarding the cooperative vocational training programs that are available to the students at (Name of High School).

1. Are you familiar with any of the cooperative vocational education programs at (Name of High School)? Please check.

_____	Cooperative Office Education	(COE)
_____	Marketing and Distributive Education	(MDE)
_____	Cooperative Health Occupations Education	(CHO)
_____	Cooperative Home Economics Education	(CHE)
_____	Cooperative Industrial Education	(CIE)

2. Are you aware that these programs allow the students to gain training through a cooperative arrangement between the school and employers, receiving instruction in both academic and related courses by alternating study in school with a job in the occupational field of their choice?

   Yes_____ No_____ I am interested and would like more information__.

3. Are you aware that these two experiences are planned and supervised by a qualified teacher-coordinator who has a desire to contribute to both the student's education and the student's employability?

   Yes_____ No_____

4. Do you approve of such an approach to training?

   Yes_____ No_____

5. If a young adult in your family were interested in such a program, would you approve and support that young person's participation in such a program?

   Yes _____ No_____ If no, why not?________________________________

APPENDIX I-7: (Continued)

6. Would you provide transportation, if necessary, for traveling to and from work?

   Yes _____ No _____

7. Would you like to learn more about such course offerings through a planned parent orientation session?

   Yes _____ No _____

____
Signature of Parent

APPENDIX I-8: CERTIFICATION REQUIREMENTS FOR TEACHER-COORDINATOR

CERTIFICATE: **Educational Services**

ENDORSEMENT: **Teacher-coordinator, Cooperative Vocational-technical Education Programs**

AUTHORIZATION:

This endorsement is required for the position of teacher-coordinator of cooperative vocational-technical education in the occupational area(s) of agriculture education, distributive education, health occupations, home economics education, business education, and Work Experience Career Exploration Program (WECEP). The endorsement entitles the holder to teach related vocational-technical subjects in the appropriate occupational area(s) designated on the certificate and to act as liaison between the school and the cooperating employer's training station in the respective subject area(s).

REQUIREMENTS:

I. A regular New Jersey instructional certificate. (The appropriate instructional certificate for WECEP may be any standard certificate in vocational education, industrial arts, or home economics.)

II. Successful completion of one of the following:

A. Two years of teaching in the occupational area to be coordinated, plus two years of approved occupational experience. (A WECEP teacher-coordinator will be required to document two years of teaching under a New Jersey instructional certificate, plus two years of approved occupational experience.)

OR

B. A combination of an approved bachelor's degree, a college curriculum that includes a practicum in the occupational area to be coordinated, and a program of directed occupational field experience offered as part of a college curriculum directly related to the area to be coordinated.

III. A program of college studies including one of the following:

A. An approved program – a college curriculum approved by the New Jersey State Department of Education as the basis for issuing this endorsement. (See listing of New Jersey colleges and universities offering approved programs.)

OR

B. A program of college studies including at least one course in each of the following areas:

1. Principles and philosophy of vocational-technical education
2. Problems in organizing and teaching cooperative education programs
3. Curriculum construction in vocational-technical education
4. Vocational guidance

V. All personnel employed as teacher-coordinators as of September 30, 1976, must complete the requirements for a teacher-coordinator's certificate by June 30, 1980.

APPROVED PROGRAMS:

The following New Jersey colleges and universities offer approved teacher education programs for this endorsement:

Glassboro State College: ND
Jersey City State College: ND
Montclair State College: G & ND
Rutgers Graduate School of Education: G
Rutgers – University College: ND
Trenton State College: ND

U – Undergraduate G – Graduate ND – Non-degree

APPENDIX II-9: SAMPLE TEACHER-COORDINATOR EVALUATION SHEET

Frequent reference to this checklist will keep the teacher-coordinator aware of the importance of involvement, personality, and efficiency for the success of the COE program.

Rate yourself A for excellent, B for good, C for fair, and D for poor.

QUALIFICATIONS: (Consider to what degree you are prepared for this position.)

_____ Possess teaching certificate in business education

_____ Am a certified COE coordinator

_____ Know federal and state laws regarding vocational education

_____ Have joined professional organizations

_____ Participated in workshops and conferences

CHARACTERISTICS: (Consider your relations with students, employers, parents, faculty, administration, and interested people in the community. Recall incidents and contacts since last evaluation.)

___ Appearance
___ Attitude
___ Cooperation
___ Dress
___ Emotional Stability
___ Empathy
___ Friendliness
___ Helpfulness
___ Judgment
___ Organization
___ Pleasantness
___ Punctuality
___ Self-confidence
___ Self-motivation
___ Tact

COMPETENCIES: (Consider your performance in administering the program.)

_____ Selecting student-trainees

_____ Enlisting participation of employers

_____ Visiting training stations with a definite purpose in mind

_____ Teaching the related class

_____ Directing vocational student organization activities

_____ Guiding students in solving personal and educational problems

_____ Maintaining good public relations

Notes:

APPENDIX II-10: RECOMMENDED CRITERIA FOR SELECTION OF STUDENTS FOR THE COE PROGRAM

1. Age - Students must be at least 16 years of age so that they may be employed in a gainful occupation.
2. Occupational Interest - Students should have made a preliminary decision as to the best occupational area for them and that should be office occupations if entering COE.
3. Job Opportunities - Make selection after job openings are studied.
4. Training Station Requirements - Students should possess minimum qualifications before being allowed to apply.
5. Interest in Training Program - Students should have a definite interest in and desire to receive all the training that is provided.
6. Health - No student should be allowed to work on a job which will be detrimental or harmful to his/her health or well-being.
7. Preferred Applicants - Priority should be given to those students electing to work full time upon graduation.
8. Past Record - Coordinators should carefully check the applicant's past school record of grades, attendance, honors, habits, and similar characteristics.
9. Graduation Requirements - Some students may be required to take courses that conflict with the COE related class.
10. Grade Level in School - Preference will be given to seniors. Others will be given consideration based on local school policy.
11. Personal Characteristics and Traits - Students should possess traits needed in their chosen occupation (i.e., appearance, speech, intelligence, aptitudes, dependability, accuracy, and initiative).
12. Need for a Part-Time Job - Part-time work experience may help students who might otherwise have to drop out to stay in school.
13. Students Having Own Part-Time Job - Some students who already have part-time jobs will report to the coordinator seeking admission to the program. If this job meets the COE qualifications, he/she may be accepted.
14. Parental Consent - Before final enrollment is made, secure parental approval.
15. Transportation - Students are responsible for transportation to and from the training station.

Employer Responsibilities

The cooperating employer now becomes an educator and provides opportunities for the student in a real work setting. He/she must have an interest in student progress and development and provide counseling when necessary.

The cooperating employer agrees to:

- give assurance of regular employment for the school year
- be willing to comply with the minimum wage law
- be willing to expose the student learner to a range of duties and activities to achieve the training objective
- evaluate student performance.

Employer Benefits

C.O.E. makes possible a continual flow of interested personnel.

The employer assists in training students to meet the needs of that particular business.

Trained students become good prospects for future full-time employment.

How the Community Benefits

Through this combined venture of school and business, the community gains experienced, capable workers, valuable to the employer and business associates upon graduation.

Advisory Committee

Judith Tolchin, *Chairwoman*
Personnel Specialist, Johnson & Johnson
Jeanne Nussbaum
R.H.S. Guidance Counselor
Barbara O'Donnell
R.H.S. Alumna, College Student
Dorothy Spearing
Parent
Terry Stravato
R.H.S. Alumna, Secretary
Dale Wanamaker, *R.H.S. Alumnus*
Sr. Systems Analyst, Mercedes-Benz
Rose Ann Wanamaker
R.H.S. Alumna, Receptionist
Jean Cooper
Teacher/Coordinator, Advisor
Susan Spearing, *R.H.S. Alumna*
Administrative Clerk

1984 Outstanding C.O.E.
Student of the Year

Cooperative Office Education Program

Ramsey High School
Ramsey, N.J.

C.O.E. Teacher/Coordinator
327-6800

APPENDIX II-11a: SAMPLE COE BROCHURE

BEST COPY

What is Cooperative Office Education?

Cooperative Office Education is a program elected by students who have expressed a desire to pursue an office occupation as a career now or after college.

C.O.E. is a cooperative venture of Ramsey High School and the Business community. The school provides training in developing office skills and occupational information and the business community provides the employment situation where the student practices skills and acquires additional skills which can only be given on the job.

The program involves high school juniors and seniors, the teacher/coordinator and an employer at a cooperative work station.

Students receive 15 credits toward high school graduation for successful completion of on-the-job training at an approved work station and for the successful completion of the C.O.E. Related Class.

Technical skill, worker adjustment, and career development competencies are included in such classroom units as: Personality development and human relations; Oral, written, and machine communication; Business organization and management; Filing and record control including financial records; Processing data with calculators, typewriters, duplicators, copy machines, and an I.B.M. Displaywriter.

The C.O.E. Student

The C.O.E. student must be:

- at least 16 years of age
- a junior or senior in high school
- enrolled in the C.O.E. Related Class
- skilled in one or more areas such as typing, shorthand, filing, telephone techniques, and accounting
- able to provide his/her transportation to work
- willing to learn the functions to be performed in his/her chosen field through part time work
- willing to spend at least 15 hours a week during the school year at a particular place of business learning office procedures
- punctual, display good work habits, and live up to the policy set by the employer
- willing to notify the employer in advance if he/she is ill and will be unable to report to work

The C.O.E. student will demonstrate proficiency in each unit objective of the Related Class.

Student participation in the C.O.E. Club will provide activities leading toward an Employer Appreciation Dinner in May. Student endeavors in the C.O.E. Club will develop civic, social, and leadership responsibilities.

Responsibilities of the Teacher/Coordinator

The teacher/coordinator is the link between the school and the business world; therefore, counseling students is a very important phase of the program.

The teacher/coordinator confers with guidance counselors and other faculty members in the student selection process. She contacts potential employers for suitable training stations for these students.

She periodically visits the employing establishment in order to observe and evaluate the progress of the student trainee, confer with the employer to determine the existing problems, and assist in solving technical and/or social problems which may arise between employer and student or worker and the student.

The teacher/coordinator adapts the instruction of the related subject course to provide for specific job needs of each student.

Every effort is made to create a cooperative atmosphere among the parents, students, employers and school officials. To this end, an advisory committee will assist in establishing a desirable and proper environment for this cooperative program to succeed. The teacher/coordinator will invite business people, parents and educators to serve. This committee will aid in the development of standards for both school and on-the-job training, and the development of a sound public relations program.

EMPLOYER BENEFITS

- Allows a Smooth Transition from School to Business
- Enables Business to Develop Training Programs Based on Employer Demand at Minimal Cost
- Provides a Reservoir for Trained, Full-Time Personnel
- Available Tax Credit

Some of the business and industrial sites that are participants in Bloomfield's successful cooperative education programs are listed below. Why not join the list?

Gencacelli's Bakery
Stobbs Printing
Bloomfield Savings Bank
C-E Lummus Company
Brookdale Shop-Rite
Hoffmann-La Roche Inc.
Glen Ridge Savings & Loan
Lipton's Department Store
McDonald's
Midlantic National Bank
Deluxe Check Printers
Sears Roebuck & Company
Rickel's
Schering-Plough Corporation
Peoples Bank, N.A.
vonRohr Equipment Corp.
The New 7 Hills Restaurant
Gene Napoliello, D.D.S.
Leo's Cabinets & Carpentry Inc.
C.W. Bollinger Co.
Cullen & Hamilton
First DeWitt Savings & Loan
UNICO National
Montclair Savings Bank
Bambergers
Mandee Shops
Foodtown Supermarkets
Pershing Rubber Roller Company

In addition to the three cooperative education programs at Bloomfield High School, placement services are offered for all remaining students.

Employers seeking the services of students for part-time employment after school hours should contact Mr. Joseph Bizzarro in the Bloomfield High School Guidance Department. Students placed through this service are not connected with any of the other three cooperative education programs mentioned inside this brochure.

These students are available to work after 2:30 p.m. on school days and all day on weekends. Previous experiences show them to be responsible, energetic and willing to learn.

All students sent for employment have been screened and only those most qualified and motivated are sent to meet with employers.

This screening process has maintained Bloomfield High School's excellent placement service record. Assistance is also given to students and employers in filling full-time permanent positions as well as summer and temporary jobs.

Please contact Mr. Bizzarro if you need assistance in meeting your employment needs. He can be reached at 743-7700 (ext.281).

The Bloomfield High School Career Education Advisory Council endorses each of the programs presented in this brochure. The advisory council is a group of faculty, students, business, industrial and municipal leaders dedicated to the principles of career education.

Cooperative Education Programs

Career Education at Work!

PROGRAMS . . . .
TO FIT EVERY BUSINESS NEED

COOPERATIVE INDUSTRIAL EDUCATION (C.I.E.)

WHAT IT IS:

Cooperative Industrial Education brings vocational education to Bloomfield students by giving them the opportunity to participate in part-time industrial work experience.

Under this program, certain exemptions are permitted to occupations prohibited by the "hazardous placement" provision of the child labor law.

This program is looking for occupational placements in the following areas:

- Laboratory Technician
- Dental Assistant
- Automotive Mechanics Repair
- Carpenter
- Printer/Commercial Art
- Electrician
- Appliance Repair/Radio, TV
- Drafting
- Auto Body & Fender Repair
- Machinist
- Sign Maker/Tool Maker
- Oil Burner Installation
- Upholsterer
- Refrigeration Mechanic

MR. ANTHONY FRANCIOSI — 743-7700, Ext. 221

COOPERATIVE OFFICE EDUCATION (C.O.E.)

WHAT IT IS:

Cooperative Office Education provides an opportunity for senior business students to spend a part of their school day working in area offices.

Student workers perform secretarial, clerical or bookkeeping duties related to classroom instruction during their time at the job station. All students may begin to work as early in the school year as possible, or during the spring or summer prior to their senior year.

Cooperative Office Education classroom instruction trains students in the following areas:

- Shorthand
- Typing
- Accounting
- Word Processing
- Career Awareness
- Leadership Development
- Safety
- Telephone Techniques
- Human Relations and Positive Attitudes

MS. MARION FURCI **— 743-7700, Ext. 278**

MARKETING AND DISTRIBUTIVE EDUCATION (M.A.D.E.)

WHAT IT IS:

Marketing and Distributive Education offers placements to concerns for selected high school seniors who plan careers in marketing, distribution, and wholesaling services.

Students spend a minimum of 15 hours per week in actual on-the-job training stations under supervised conditions.

This program places work-study students in the following areas:

- Supermarkets
- Women's Wear
- Men's Wear
- Variety Stores
- Jewelry Stores
- Stationery Stores
- Department Stores
- Service Occupations
- Others

MR. FRANK PESILE — 743-7700, Ext. 278

Student Responsibilities

1. Adhere to employer's and school's regulations and responsibilities.
2. Maintain a positive work attitude.
3. Secure working papers after receiving promise of employment.

Coordinator Responsibilities

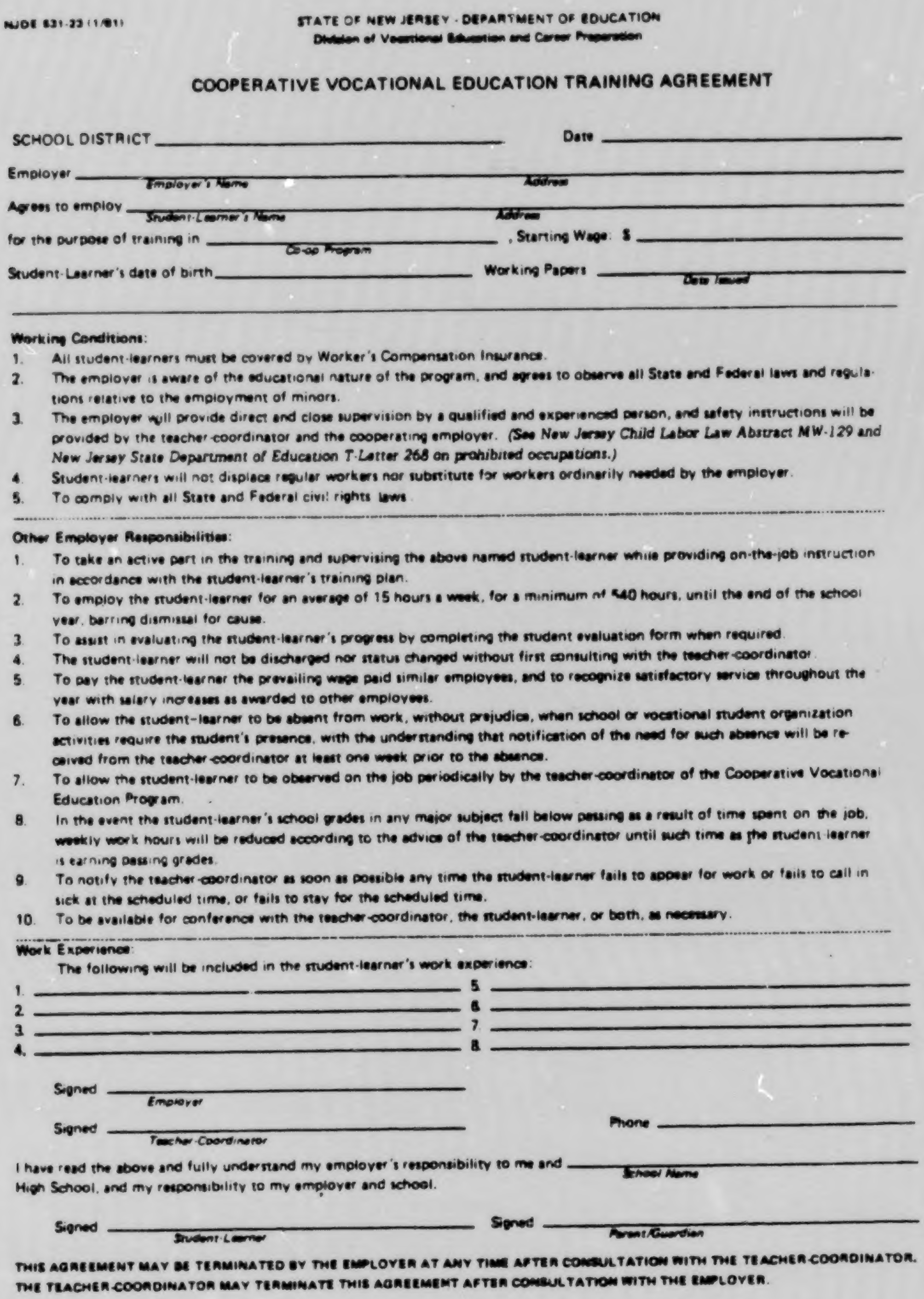
1. Contact business firms and arrange interviews for students.
2. Insure that all students are placed in satisfactory training situations.
3. Observe the student-employee on the job and discuss progress with the employer.

Employer Responsibilities

1. Adhere to all legal requirements pertaining to age, working papers, and time limits.
2. Provide supervised on-the-job training.
3. Complete student rating forms supplied by the coordinator.

BEST COPY AVAILABLE

APPENDIX II-12: STATE TRAINING AGREEMENT



NJDE 531-23 (1/81)

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION
Division of Vocational Education and Career Preparation

COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT

SCHOOL DISTRICT ______________ Date ______________

Employer ______________ *Employer's Name* ______________ *Address*

Agrees to employ ______________ *Student-Learner's Name* ______________ *Address*

for the purpose of training in ______________ *Co-op Program*, Starting Wage: $ ______________

Student-Learner's date of birth ______________ Working Papers ______________ *Date Issued*

Working Conditions:

1. All student-learners must be covered by Worker's Compensation Insurance.
2. The employer is aware of the educational nature of the program, and agrees to observe all State and Federal laws and regulations relative to the employment of minors.
3. The employer will provide direct and close supervision by a qualified and experienced person, and safety instructions will be provided by the teacher-coordinator and the cooperating employer. *(See New Jersey Child Labor Law Abstract MW-129 and New Jersey State Department of Education T-Letter 268 on prohibited occupations.)*
4. Student-learners will not displace regular workers nor substitute for workers ordinarily needed by the employer.
5. To comply with all State and Federal civil rights laws.

Other Employer Responsibilities:

1. To take an active part in the training and supervising the above named student-learner while providing on-the-job instruction in accordance with the student-learner's training plan.
2. To employ the student-learner for an average of 15 hours a week, for a minimum of 540 hours, until the end of the school year, barring dismissal for cause.
3. To assist in evaluating the student-learner's progress by completing the student evaluation form when required.
4. The student-learner will not be discharged nor status changed without first consulting with the teacher-coordinator.
5. To pay the student-learner the prevailing wage paid similar employees, and to recognize satisfactory service throughout the year with salary increases as awarded to other employees.
6. To allow the student-learner to be absent from work, without prejudice, when school or vocational student organization activities require the student's presence, with the understanding that notification of the need for such absence will be received from the teacher-coordinator at least one week prior to the absence.
7. To allow the student-learner to be observed on the job periodically by the teacher-coordinator of the Cooperative Vocational Education Program.
8. In the event the student-learner's school grades in any major subject fall below passing as a result of time spent on the job, weekly work hours will be reduced according to the advice of the teacher-coordinator until such time as the student learner is earning passing grades.
9. To notify the teacher-coordinator as soon as possible any time the student-learner fails to appear for work or fails to call in sick at the scheduled time, or fails to stay for the scheduled time.
10. To be available for conference with the teacher-coordinator, the student-learner, or both, as necessary.

Work Experience:

The following will be included in the student-learner's work experience:

1. ______________ 5. ______________
2. ______________ 6. ______________
3. ______________ 7. ______________
4. ______________ 8. ______________

Signed ______________ *Employer*

Signed ______________ *Teacher-Coordinator* Phone ______________

I have read the above and fully understand my employer's responsibility to me and ______________ *School Name* High School, and my responsibility to my employer and school.

Signed ______________ *Student-Learner* Signed ______________ *Parent/Guardian*

THIS AGREEMENT MAY BE TERMINATED BY THE EMPLOYER AT ANY TIME AFTER CONSULTATION WITH THE TEACHER-COORDINATOR. THE TEACHER-COORDINATOR MAY TERMINATE THIS AGREEMENT AFTER CONSULTATION WITH THE EMPLOYER.

BEST COPY

APPENDIX II-13: SAMPLE OUTLINE FOR ASSEMBLY PROGRAMS

1. Advantages of participating in the COE program (See Unit I.)
2. Qualifications and preparation needed to enroll in the program
3. Rules and regulations and responsibilities of:
    a. students
    b. teacher-coordinator
    c. employer
    d. parents
4. Distribution and discussion of COE forms
5. Explanation of the daily routine of a cooperative student:
    a. related class
    b. on-the-job training
    c. vocational student organization
6. Cite personal student success experiences
7. Audio-visual presentation
8. Distribution and collection of student application forms (See APPENDIX II-14, SAMPLE APPLICATION FOR ADMISSION TO COE.)

APPENDIX II-14: SAMPLE APPLICATION FOR ADMISSION TO COE

Today's Date

Name Date of Birth

Address Telephone No.

Soc. Sec. #

Days Absent This School Year (No.)

Guidance Counselor's Name

Homeroom Teacher's Name Homeroom

Father's Name Home Telephone

Place of Employment Business Telephone

Mother's Name Home Telephone

Place of Employment Business Telephone

What school subject do you like most? Dislike?

What is your career goal?

In what extra-curricular activities have you participated?

What serious injuries or illnesses have you had?

What physical limitations do you have?

What do you plan to do after high school?

Why do you wish to enroll in COE?

What do your parents think about your participation in COE?

What work experience have you had? Fill in the information requested.

PLACE	NAME OF SUPERVISOR	DATES	DUTIES

Do you have a driver's license? If you are enrolled in the COE class, what transportation arrangements will you make?

Where would you like to be placed for COE?

What duties would you like?

Copy your class schedule on the back of this application. Give the period, subject, teacher, grade to date, and meeting room for every class.

Below your schedule, list the English, mathematics, and business education courses you have taken in high school.

APPENDIX II-15: SAMPLE TEACHER RECOMMENDATION FORM

TO: FROM:

RE: DATE:

________________________________has applied for admission into the Cooperative Office Education program. As you know, many factors other than grades must be considered in order to select deserving, sincere, capable, young people who can best benefit by the training this program can offer. Having previously taught this student, you are in a position to help me greatly in making a wise decision in this case.

Circle the word after each characteristic listed below that best describes the above-named student and return the completed form to me by

________________.

Ability to Learn	High	Average	Fair	Poor
Capacity for Work	Large	Above Average	Average	Small
Judgment	Uncanny	Sound	Average	Poor
Initiative	Exceptional	High	Fair	Lacking
Appearance	Very Neat	Neat	Careless	Slovenly
Leadership	Outstanding	Noticeable	Average	Low
Desire to Succeed	Pronounced	High	Average	Low
Ability to Take Orders	Outstanding	High	Average	Low
Reliability	Exceptional	High	Average	Poor
Perseverance	Unlimited	Ample	Moderate	Weak
General Conduct	Mature	Above Average	Immature	Rude
Criticism (Reaction to)	Welcomes	Benefits From	Accepts	Rejects

Would you want this person working for you? Yes_____ No_____

Remarks:____

____

Signed______________________________

APPENDIX II-16: SAMPLE INTERVIEWER'S WORKSHEET

Name of Applicant____Date______________

1. APPEARANCE

Approach	Body Language
Dress--appropriate	Posture
Grooming--neat and clean	

COMMENTS ON APPEARANCE: ____

2. PERSONALITY

Assertiveness	Maturity
Attitude	Self-esteem
Etiquette	Tact
Poise	

COMMENTS ON PERSONALITY: ____

3. SPEECH

- Voice
  - Volume
  - Enunciation
  - Pronunciation
- Expression
  - Responses
  - Grammar
  - Vocabulary

COMMENTS ON SPEECH: ____

4. KNOWLEDGE OF BUSINESS FIELD

COE Job Choices	Purpose of COE
Career Goal	Career Ladder and Office Job Cluster

COMMENTS ON KNOWLEDGE OF BUSINESS FIELD: ________________________________

In addition to discussing and verifying certain facts on the application blank, use some of the following questions to stimulate conversation.

Do you know of anyone who has participated in a co-op program?
Do you have a hobby? How much time do you spend on it?

Do you like sports? As a participant or a spectator?
Who is your favorite person? Why?

What do you watch on television?
Do you read during your leisure time? What?
What do you see as your strengths/weaknesses in terms of employability?

____________________________________ (Signature of Interviewer)

______________________________ (Date)

APPENDIX II-17: SAMPLE STUDENT-PARENT AGREEMENT

The Cooperative Office Education program has been discussed with me by my teacher-coordinator, and I understand that through enrolling in COE:

1. My teacher-coordinator will suggest jobs which seem suitable for me; and then, it is up to me to apply and be interviewed by the employer. If I am hired, I am in the Cooperative Office Education program for the year. If I am not hired, I must return to the regular school program.

2. I am to receive training on a job which will further my career objective.

3. I am to be paid at least minimum wage for my work.

4. My combined school and work hours will not exceed the number permitted by law. I must average a minimum of 15 hours on the job per week.

5. I shall discuss my future plans with my teacher-coordinator and the high school counselor.

6. On this program I may earn a maximum of 15 credits toward graduation.

7. I shall be present and on time each day, both in school and at work. I may not attend my job any afternoon when I have been absent from my regular morning classes unless I have had permission from my teacher-coordinator.

8. I shall notify my employer, my coordinator, and the attendance office as far in advance as possible of my inability to report for school or work.

9. I shall be prompt and accurate in making all required reports for the school and for my employer.

10. I shall at all times keep my teacher-coordinator informed of any problems which may confront me in school or on the job.

11. I may be dropped from the program if I leave my employment without the consent of my teacher-coordinator.

12. I may be dropped from the program for failure to secure re-employment if I am discharged for cause.

13. I may be suspended from the program if I participate in any form of truancy.

14. I must remain employed until the end of the school year and complete the number of work hours required to earn school credit.

APPENDIX II-17: (Continued)

15. No special privilege will be granted to me because I am a member of COE.

16. I shall at all times conform with the rules, regulations, and policies of the school and my employer regarding business etiquette and safety.

17. I shall at all times perform my duties in school and on the job to the best of my ability.

18. I shall adhere to all the current requirements established by state law and local school board policy that pertain to the operation of this program.

19. I shall provide my own transportation to and from work.

I understand my duties and responsibilities connected with my participation in the Cooperative Office Education program, and I accept them of my own accord.

________________ (Date)

____________________________ (Student-Trainee's Signature)

The above provisions of the Cooperative Office Education program have been discussed with me. I hereby give my consent for ____________________________________ (Name of Student-Trainee) to be employed in a supervised job as part of the regular school program.

I have received a copy of these provisions for future reference.

________________ (Date)

____________________________ (Signature of Parent/Guardian)

APPENDIX II-18: CONTENTS OF STUDENT-TRAINEES' PERSONAL FOLDERS

1. Application to Cooperative Office Education
2. Guidance Information
3. Admission Interview Summary
4. Teacher Recommendations
5. Resume
6. Copy of Permanent Record
7. Job-Interview Appointments and Employer Reactions
8. Working Papers
9. Training Agreement
10. Training Plan
11. Training-Plan Profiles
12. Student-Parent Agreement
13. Safety Tests
14. Progress Reports--Supervisor's and Student-Trainee's Self-Evaluation
15. Information on Visits--Date, Time, Summary, Comments, Mileage
16. Wage-Hour Reports

APPENDIX II-19a: SAMPLE MILEAGE DOCUMENTATION

Mileage Report for the Month of ________

Date of Visit	Location of Training Station Visited	Miles Traveled To and From Training Station
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________
________	____________________	____________

By ________________________ TOTAL ____________
(Teacher-Coordinator)

APPENDIX 19b: SAMPLE MILEAGE VOUCHER

(Name of School System)

Quantity	Description	Unit Price	Amount
(Total Miles)	Miles traveled to coordinate COE from _______ through _________	(per mile allowance	

TOTAL DUE ______

Approved by

________________________ ________________________
(Teacher-Coordinator) Date

APPENDIX II-20: SAMPLE TRAINING STATION EVALUATION

Name of Firm ____________________ Type of Business ____________________
Address ____________________ Telephone Number ____________________

Person Interviewed ____________________ Date ____________________

	YES	NO
1. The COE program has been explained thoroughly.	____	____
2. The firm has adequate, up-to-date equipment.	____	____
3. Student-trainees will receive relevant training and instruction. Types of work will provide diversified experience related to specified career goals.	____	____
4. The firm is satisfactory as to: Product	____	____
Location	____	____
Reputation	____	____
Safety	____	____
Compensation for student-trainees	____	____
Hours of work for student-trainees	____	____
5. Employees have an acceptable appearance.	____	____
6. General attitude of management and employees toward each other is satisfactory.	____	____
7. The employer and personnel have a sincere interest in and a positive attitude toward the development of student-trainees.	____	____
8. Student-trainees will be under the direction of a competent supervisor.	____	____

COMMENTS, especially on above negative answers:

____

____

The above-named firm is acceptable as a training station for COE.	____	____

____
(Signature of Teacher-Coordinator)

APPENDIX II-21: SAMPLE TRAINING PLAN AND TRAINING PLAN PROFILE

The training plan should be started on the training agreement. It should be expanded and revised as the year progresses, beginning with the simple duties and responsibilities and advancing to the complex.

Specifics for each student-trainee are individualized, based on the student-trainee's capabilities and the training-station's facilities.

A detailed description of what and how the duties and responsibilities are to be performed should be listed under each category chosen for each student-trainee. This information could be recorded on the back of the training agreement.

Categories of experience and training suggested for the training plan:

Typewriting--on what equipment; from what source document; type of output; proofreading; machine maintenance

Dictation and Transcription--shorthand; machines; various voices; vocabulary of business; grammar

Word Processing

Data Processing

Other Business Machines--copiers, calculators, or whatever is available.

Telephoning--answer; screen; take messages; make local and long distance calls; use directory

Receptionist's Duties--receive, announce, introduce, and assist callers; make a card file; record appointments

Filing--learn purpose, rules, and systems used; retrieve; replace; index; clean; transfer; sort; store

Office Etiquette

Public Relations

Mailing--incoming; routing; outgoing; machines; postal services

Office Procedures--work flow; supplies; business organization chart

Recordkeeping--time sheets; payroll; inventory

Using Sources of Information--reference books

Miscellaneous--meetings; housekeeping

APPENDIX II-21: (Continued)

Add to the training plan any areas of training and experience not listed above which will further the student-trainee's career objective.

The training plan profile corresponds to the training plan. A copy of the detailed, individualized training plan should be made available for both the student-trainee and the supervisor each rating period to prepare a training plan profile. Each item listed should be considered and rated according to the following scale:

A - received a great amount of training
B - received adequate amount of training
C - received very little training
D - received no training
E - desire training
N - does not apply

A comparison of the profile with the original training plan indicates the student-trainee's progress. This comparison should be used to make necessary adjustments; to help the student-trainee, supervisor, and the teacher-coordinator; and to evaluate the training station.

The following list of duties could be used if an individualized training plan is not available. Consider every item; use the above scale.

_____ 1. Typewriting: Identify machine used. ______________________________
_____ 2. Shorthand, or other method of taking dictation
_____ 3. Machine transcription
_____ 4. Recordkeeping
_____ 5. Proofreading
_____ 6. Filing--records management
_____ 7. Straight copy work; rough draft; handwritten
_____ 8. Reprographics
_____ 9. Using computer
_____10. Using calculator
_____11. Handling housekeeping duties
_____12. Maintaining office machines
_____13. Using telephone--special services (collect, conference, distance)
_____14. Performing receptionist duties--greeting and introducing callers
_____15. Understanding office procedures and rules
_____16. Using business forms
_____17. Knowing and using reference materials, sources of information
_____18. Understanding organization structure
_____19. Handling incoming mail
_____20. Handling outgoing mail--using special postal services
_____21. Electronic mail
_____22. Replenishing and ordering supplies
_____23. Utilizing good banking procedures
_____24. Developing organizational skills
_____25. Time management
_____26. Composing business letters

APPENDIX II-21: (Continued)

_____27. Following proper billing procedures
_____28. Arranging and organizing meetings
    _____a. Preparing Agenda
    _____b. Preparing Room
_____29. Setting up appointments
_____30. Preparing legal forms
_____31. Setting up payroll
_____32. Handling travel details
_____33. Preparing business reports

APPENDIX II-22: SAMPLE PROGRESS REPORT FOR STUDENT-TRAINEES

Student-Trainee________________ Employed at ______________________

Rating Period: 1 2 3 4 5 6 from ___________ to ______________

Dates Absent ___________________ Dates Tardy _____________________

Consider the following factors; rate the student-trainee according to the degree of acceptability you have observed. Circle the number--highest is 5; lowest is 1.

Appearance--neat, clean, poised, appropriate dress, alert, health	5	4	3	2	1
Attitude--positive toward job, supervision, and other employees; uses initiative; interest; enthusiasm	5	4	3	2	1
Capability--possesses necessary job skills (Comply with training plan and list specifics below.)	5	4	3	2	1

____

____

Cooperative--asks for, listens to, accepts and gives suggestions; loyal; helps others; appreciates training	5	4	3	2	1
Dependability--reliable; industrious	5	4	3	2	1
Effort--sincerity applied to job; keeps personal affairs out of office	5	4	3	2	1
Human Relations--courteous; friendly, honest; tolerant; considerate; tactful; promotes good will; controls emotions; causes no dissensions	5	4	3	2	1
Intellect--perception; retains and applies learning; creative	5	4	3	2	1
Judgment--makes correct decisions; thinks; resourceful; asks questions	5	4	3	2	1
Office Housekeeping--organizes work station; does small chores	5	4	3	2	1
Punctuality--meets due dates; returns from break on time	5	4	3	2	1
Quality of Work Produced--thorough; accurate	5	4	3	2	1
Responsibility--accepts it and follows through; ambitious	5	4	3	2	1

APPENDIX II-22: (Continued)

Understanding--knows and complies with laws and policies governing business (safety, health, and need for efficiency)	5	4	3	2	1
Use of Equipment and Supplies--proper; careful; economical	5	4	3	2	1

Please make comments below to substantiate--very high and very low--ratings.

(Signature of Supervisor)

(Date)

APPENDIX II-23a: SAMPLE WAGE-HOUR REPORTS

Weekly Wage-Hour Report

Name ______________________ working at ______________________

For the week beginning ____________ For the week ending ______________

Fill in Daily Dates	Duties Performed; Things Learned	Working Time From	To	Daily Hours X	Rate of Pay	= Wages
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
		TOTALS		______		$______

Use back of report for computations and comments.
Multiply: rate of pay times total daily hours to verify total daily wages.

APPENDIX 23b: SAMPLE WAGE-HOUR REPORTS

Monthly Wage-Hour Report

For the month of ______________ by student-trainee ________________

employed at ____

Dates Covered From	To	Weekly Hours	Weekly Wages
TOTALS		_____	$_____

Rate of Pay $________

Times Total Weekly Hours (Compute Here) ________

Equals $________

COMMENTS: ____

APPENDIX II-24: SUGGESTED CONSIDERATIONS FOR THE EMPLOYER/EMPLOYEE RECOGNITION MEAL FUNCTION

I. Benefits Derived

- A. All students are recognized.
- B. All cooperating employers receive recognition.
- C. Parents and employers meet.
- D. Employers meet each other.
- E. A number of students actually participate in program.
- F. Excellent source of positive public relations is provided.

II. Type of Meal

- A. Buffet or served
- B. Breakfast, lunch, or dinner
- C. Price

III. Time/Date

- A. Avoid conflict on school calendar
- B. Consider convenience of guests

IV. Place

- A. Adequate accommodations--space, service
- B. Accessibility--location, parking

V. Menu

- A. Number of choices
- B. Quality of food
- C. Quantity of food
- D. Price

VI. Attendees

- A. Employers/supervisors
- B. Student-trainees
- C. Teacher-coordinators
- D. School administrators and other staff representatives
- E. Advisory council members
- F. President of board of education
- G. Guidance representative
- H. Personnel managers
- I. Local media representatives
- J. Parents and friends

APPENDIX II-24: (Continued)

VII. Content of Program

A. Welcome (by student)
B. Introduction of guests (by student)
C. Invocation (by student)
D. Dinner
E. Speaker(s)
F. Presentation of certificates to COE students and employers
G. Recognition of award winners
H. Presentation of certificates of appreciation to deserving individuals
I. Audio-visuals
J. Closing remarks (by teacher-coordinator and student)

VIII. Advance Preparation

A. Get permission of principal and board of education
B. Make decisions on numbers II through VII
C. Place on school calendar
D. Contract with place of function
E. Print formal invitations, certificates of participation, and certificates of appreciation
F. Contact program participants
G. Plan for exhibits--scrapbook, pictures, students' work

IX. Finance

A. List expenses to be incurred
B. Decide on sources of income
C. Provide for payment--appoint treasurer

APPENDIX II-25: TEMPORARY ALTERNATE PLAN FOR COOPERATIVE EDUCATION STUDENT WHO BECOMES UNEMPLOYED

Revised 9/81

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION AND CAREER PREPARATION
225 WEST STATE STREET
CN 500
TRENTON, NEW JERSEY 08625

TEMPORARY ALTERNATE PLAN FOR COOPERATIVE EDUCATION STUDENT WHO BECOMES UNEMPLOYED

School Name: ______________________________ County: ______________

School Address: ____

Cooperative Program (Circle one): Industrial Marketing/Distribution Office

Date: __________ Health Home Economics Agriculture WECEP

____ ______________

Full Name of Student for Whom Request is Made Student's Age

The Program is approved for __________ credits/units.

Reason for unemployment: ______________________________________

____

The above school requests approval to provide the attached temporary plan for the above named Cooperative Education student which:

Conforms to federal, state, local laws and regulations;

Utilizes the resources of the community;

Provides structured supervision by the teacher-coordinator;

Is closely interlocked with the related class;

Allows the student-learner to continue his/her education without prolonged interruption and without loss of graduation credit.

The school understands that this alternate plan is intended solely for the above named student who is currently enrolled in an approved Cooperative Education program, who becomes unemployed during the school year. Every effort will be made by the teacher-coordinator to place the unemployed student in a bonafide training establishment that matches the student's interest, ability, and career objective. This request applies onl to the above named student and is valid only for the current school year if approved.

Signatures:

______________________________ ______________________________

Coordinator Principal or Superintendent

Forward the original and attachment to the Director of the Discipline indicated above. Approval will be in effect when teacher-coordinator receives a photocopy of the form indicated "Approved" by the Director.

- -

________ Request Approved

________ Not Approved Signature: ____________________ Date: __________

APPENDIX II-26: JOB-SITE VISITATIONS

The Cooperative Office Education program is strengthened by frequent personal contacts with employers for various purposes--orientation, supervision, evaluation, and direction.

The extent to which a coordinator develops and follows through on visits depends on conscientiousness, concept of quality supervision, and professional attitude. It is this area which determines the success of the program.

The length, number, and purpose of visits are contingent upon individual situations. Problem situations--student's inability to adjust, inadequate performance, career objective not being met, employer's dissatisfaction, or personality clash--require a total evaluation after all facts have been learned through conferences with all parties concerned. Probation, change of training station, or removal from program may become necessary; however, more constant supervision may be all that is needed.

Do not underestimate the importance of visiting training stations.

Plan ahead--have a definite purpose for the visit in mind. Make appointments at convenience of supervisors--with some exceptions for brief, drop-ins. Keep a record of visits (date, time, summary, comments) in individual student-personal folders.

SUGGESTED PURPOSES

In September:

Distribute brochures; stress advantages; give detailed information about the Cooperative Office Education program.

Evaluate the training station.

Distribute training agreements; emphasize responsibilities and labor laws.

Meet supervisors.

Develop training plans.

Observe working conditions and workers.

Distribute school calendars; interpret school rules and policies (absences).

In October:

Acquaint employers and supervisors with progress reports.

Observe student-trainee to determine extent career objective is being met.

APPENDIX II-26: (Continued)

Discuss trainee problems. Hold three-way conference. Suggest solutions.

Learn about organization and operation of firm.

Meet supervisors away from office--lunch or "on break."

In November:

Distribute and/or collect progress reports.

Assist student-trainee in self-improvement in learning the job--work flow, safety rules and regulations, personnel policy, equipment operation.

Meet co-workers.

Check on new experiences for student-trainee. Suggest rotation.

In December:

Get related class ideas--curriculum overview.

Build public relations between community and school.

Invite sponsors to the school--class and student organization activities.

Review progress reports--give and get information about student-trainee.

Refine and revise training plan.

In January:

Seek wage adjustment.

Check compliance with rules and regulations.

Get speakers and instructional materials.

Obtain information for individual projects.

In February:

Take a guidance counselor and/or administrator with you.

Commend sponsors.

Obtain advisory council members.

In March:

Become acquainted with office equipment being used.

Learn terminology specific to job.

APPENDIX II-26: (Continued)

In April:

Take pictures of student-trainees at their training stations.

See samples of work produced by student-trainees.

In May/June:

Seek permanent employment for student-trainees.

Recruit training stations for following year--seek continued cooperation.

Make thank-you visits to emloyers.

NOTE: The above division of purposes by months is only suggested. Any purpose could be used any month if it is appropriate. Many purposes should be used during several months.

APPENDIX III-27: SAMPLE JOB MANUAL FORMAT

The purpose for developing a job manual is to:

A. Acquaint the student with the specific job, the company, and the chosen occupation.

B. Gain an appreciation for the world of work.

C. Improve ability to research and develop a technical report.

D. Gain experience to organize materials and budget time.

E. Explore career opportunities.

The manual may be evaluated on each of the following characteristics:

A.	Occupational Information	40 Points
B.	Initiative and Resourcefulness	15 "
C.	Ability to Follow Directions	15 "
D.	Organization and Layout	10 "
E.	Reader Appeal	10 "
F.	Typing Mechanics	10 "
	TOTAL	100 Points

STUDENT INSTRUCTIONS

This report must be prepared on your assigned training position in the firm at which you are actually employed for your COE experience.

The report must be the original and creative work of the individual student. It may contain any information or material relative to the student's training position.

Both art work and pictures will be acceptable as illustrations. Job-related forms can be attached for clarification.

APPENDIX III-27: (Continued)

The report of 15 to 25 pages must be submitted on 8 1/2" x 11" paper in either a two- or three-ring binder.

The report must be typewritten on one side of the page only.

The title page, table of contents, glossary, introduction, summary, appendix, etc., will be considered as part of the report in determining the page count.

This report must be submitted no later than ______________________ and will be considered a major part of your grade. Class time will be given for you to type this report. Begin compiling your information immediately.

The following outline is suggested as information you may wish to include in your Job Manual. There may be points that do not pertain to your training station. In addition, there may be other information which is not mentioned herein and is pertinent to your training station. Use your judgment and imagination in compiling and preparing this report. (Novas, 1984)

SAMPLE TYPING INSTRUCTIONS

Type your report according to the following instructions:

1. Make sure your typewriter is in good repair.
2. Double space entire report.
3. Use proper indention of paragraphs.
4. Leave margins of about _____* on left and _____* on right side of paper (so that you may be able to bind your report on the left).
5. Leave a _____* top margin on the first page of the report. (Do not number this page. However, count it as a page.)

APPENDIX III-27: (Continued)

6. Type the page number of all other pages on the _____* line from the top. Triple space from the page number to the first line of the report.

7. Type major titles or headings in all capital letters.

8. Type subheadings in regular style, capitalize the first letter of each word, and underscore the subheading.

9. Properly arrange the report following the outline form; that is, major headings require capital Roman letters; headings require small Arabic letters. Each subtopic is to be indented four (4) spaces. For example:

    1. Basic Facts About the Job Training Station

        A. Name of Company
        Street Address
        Telephone Number

        B. Owner and/or Manager's Name
            1. Training Supervisor
            2. Co-workers

        C. Total Number of Employees

        D. Business Hours
            1. Regular
            2. Irregular
            3. Overtime
                a. Weekly or monthly
                b. Days per week

10. Leave a bottom margin of _____*.

11. Report must be written in third person singular.

SAMPLE JOB MANUAL CONTENTS

I. Basic Facts about the Training Station

    A. Name (full name of the training station as it appears on the records)
    Address (full address: street, city, state, zip)
    Telephone number (include area code)
    B. Owner and/or manager's name (full name of either or both with titles)

* Formatting varies from text to text.

APPENDIX III-27: (Continued)

   1. Training supervisor's name (If this is more than a one-person operation, who is the job instructor or supervisor of the on-the-job training?)
   2. Co-workers (With whom do you work? If this is a large organization, list only the people with whom you are in constant contact.)

C. Total number of employees in the training station (This information should be obtained from the human resources office at your training station.)

D. Business hours of training station (What hours are they actually open for business? How many days per week? What are the service hours of the company, if other than regular hours?)

II. Rules and Regulations of the Training Station

A. Procedures for reporting work hours (Is there a set pattern which you are to follow? If so, what is it? Does anybody care or look to see when you are checked in or out? What are you supposed to do if called away during business hours? To whom do you report? What is the correct procedure to follow in your training station? What procedure do you follow in case of absence?)

B. Telephone use for personal business (Under what circumstances? What is the proper procedure to follow at your training station?)

C. Addressing supervisors (What do you call your supervisor? How does your boss wish to be addressed? Do you have a hard time talking to your supervisor?)

D. Addressing co-workers (How are they addressed? Do you call them by their first names? Last names? Nicknames? Who told you to do so?)

E. Safety rules (Are safety rules and policies in practice? If so, what are they? Are you expected to follow them? List them here. Why were these rules and regulations set up in the first place? Who made them? Who enforces them? To what degree?)

F. Policies (Is there a policy manual? If not, how can you learn about company rules and regulations?)

G. Evaluation (Are there regular evaluation periods? Does human resources review your evaluation? Does the evaluation suggest ways to improve? Is there an evaluation form? If so, obtain a copy for this manual.)

H. Is there an incentive plan? Bonus? Fringe benefits?

III. Step-by-Step Training Plan (Based on Job Analysis)

A. Complete the attached "Job Description" Outline Form. A job description is a breakdown of all the operations of your job. This will not be easy. Consult your employer and your

APPENDIX III-27: (Continued)

coordinator if you need assistance. List only those operations which you are expected to perform at your training station. This should be a complete listing.

B. Use this blank form to do the research on your job. Then apply the information to complete your Job Manual.

C. Prepare a rough draft of a step-by-step training plan. As you develop this draft, keep in mind your tentative career objective, your desire to learn different kinds of job skills and knowledges as described in the job analysis.

D. List the sequence of learning experiences from simple to complex. If it is difficult for you to determine this, the employer or teacher-coordinator will help you.

E. Job title and CIP number: The occupation in which you are employed is listed in the current issue of the Classification of Instructional Programs (CIP). (See APPENDIX I-4, Classification of Instructional Programs C.I.P. Occupational Program Codes) See your teacher-coordinator for this information.

F. Office layout: Draw a simple sketch of the office in which you work, illustrating the location of equipment, machines, cabinets, doors, windows, and auxiliary rooms. You may use a drawing pencil or black ink on white paper. The drawing should be on 8 1/2" x 11" paper so that it will fit in with the rest of your report. It is extremely important to indicate where the fire extinguishers, fire exits, etc., are located.

G. Equipment and supplies: Do you have to furnish a uniform or any other special clothing. What kinds of machines do you use? (List make and model of machines used in the performance of your duties.) What do you do if a machine is broken? Do you fix it yourself? Do you call someone else? Is there a form to fill out if a machine needs repair? Attach a copy of the form. Where are supplies (paper clips, stationery, pencils, special fixtures, and other materials) stored? How do you get them? Who is in charge of this place? Is there a form to fill out to get them? Who issues it? Who signs it? Attach a copy of the form.

H. Procedures Directly Related to the Job

1. What are your duties in the housekeeping area? Do you clean desks and equipment? Water plants? Dust the shelves? Were you told about your housekeeping duties when hired?
2. What hazards are connected with the job? How much time is spent working around these hazards? To what extent are they dangerous? How will they affect you? Do you come in contact with these hazards?
3. List all the safety rules that apply to your job. Listed below are ten common office safety rules:
   a. Never open two file drawers at the same time.
   b. Never leave desk or file drawers open.
   c. Report all machine breakdowns.
   d. Don't pile things too high.
   e. Use step ladder or stool when shelving.

APPENDIX III-27: (Continued)

- f. Use extra care when using paper cutter.
- g. Use protective clothing when servicing duplicating equipment.
- h. Don't lick envelopes (use dampening device).
- i. Report all sharp objects or splinters that would injure you or damage your clothing.
- j. Approach swinging doors with caution.

4. Do you know where fire exits are located and how many are in the building? Have fire drills or evacuation procedures been explained and held for the employees? Have you been instructed in the use of fire extinguishers? If not, who in your immediate area knows how to use one?
5. How do you handle emergencies? (Whom do you call to report a fire? an illness? an accident or other medical emergency? an unwanted caller?)
6. Attach completed copies of forms that you frequently use. Make certain that the purpose of the form and its use is indicated.

IV. Methods of Employment

- A. Is there a human resources department at your training station? Who is in charge of hiring and firing?
- B. Did you write a letter of application?
- C. Did you complete an application form? Was it difficult? Were you prepared to fill it out? Did it look presentable when you finished? What other forms had to be filled out?
- D. Were you interviewed for your position? How was the interview conducted? Did the interviewer ask many questions? What unexpected questions were asked? Who did most of the talking at the interview?
- E. Were any tests given? If so, name and describe them. Who administered them?
- F. Did you write a letter thanking the interviewer? If so, attach a copy.

V. Methods of Training

- A. Does the employer provide additional educational/training opportunities for employees? Is there any cost to the employee?
- B. Is there an office procedures manual at your training station? If not, how can you learn about them?
- C. An organization chart shows the chain of command. Is there one available? If so, obtain a copy; if not, draw one.
- D. List the names of individuals you may ask for information and instructions about your job.
- E. Describe your work environment. Is your training station clean, adequately lighted, uncluttered, etc.?

APPENDIX III-27: (Continued)

VI. Hours, Wages, and Employment Stability

A. What are your hours?
B. What is your hourly wage?
C. Is the work seasonal?

VII. Advantages and Disadvantages to Working in this Company

A. List the advantages of working for this company.
B. List the disadvantages of working for this company.
C. What would you change?

VIII. Journals and Other Publications

A. Does this company publish any periodicals? (newsletters, journals, trade magazines)
B. To what publications does your company or department subscribe?
C. What kinds of information did you find helpful in these publications?

IX. Future of the Company

A. What are the growth prospects for your company?
B. How is automation affecting your company?
C. What employment opportunities are foreseen?

SAMPLE JOB DESCRIPTION FORM

Name:________________________ Date:______________________________

Company:_____________________ Telephone:_________________________

Address:____

Supervisor:__________________ Department:________________________

Job Title:___________________ CIP Code:__________________________

PRINCIPAL ACTIVITY: A short descriptive statement of the company's activity:____
____

JOB DETAILS:

a. Highlight your job responsibilities:
____
____
____
____
____

APPENDIX III-27: (Continued)

b. State specific skills and knowledge necessary to the job: ______________________

____

c. Additional requirements:
Equipment (mention types): ______________________

____

Pre-employment tests (mention types): ______________________

____

d. Minimum time to learn the job: ______________________
(Weeks, months, years)

e. Working hours: Daily ____________ Weekly ____________
Other ____________

f. Other comments: (Use back of this sheet to explain.)

APPENDIX III-28: INTERVIEW ETIQUETTE

Your objective during the interview is to convince the interviewer that you are the right person for the position. This can be done by demonstrating maturity, self-assurance, interest, poise, and proper office behavior.

DO

a. Arrive on time
b. Have a notebook and pen
c. Take copies of information you may need to complete the application
d. Dress appropriately
e. Shake the interviewer's hand
f. Learn the name of the interviewer in advance
g. Relax and act natural
h. Present a copy of your resume early in the interview
i. Stress your qualifications and interest in the job
j. Use correct English and answer questions honestly and directly
k. Speak clearly and distinctly
l. Allow the interviewer to lead the conversation
m. Talk in terms of a specific job
n. Maintain eye contact with the interviewer
o. Listen to what the interviewer is saying
p. Ask questions
q. Let the interviewer know that you've given serious thought to establishing goals and planning your career
r. Ask about duties and hours
s. Know what the prevailing salary scale is and be realistic when discussing salary
t. Be willing to take any tests which might be given
u. Thank the interviewer for his/her time

DO NOT

a. Sit until you are asked
b. Place personal items on the interviewer's desk--keep them on your lap or on the floor near your chair
c. Smoke or chew gum--decline if either is offered
d. Play with articles of clothing or jewelry
e. Criticize or gossip about former employers
f. Interrupt the interviewer
g. Let salary be the main topic
h. Discuss your personal problems
i. Come unprepared
j. Miss, be late, or extremely early for an interview
k. Be too talkative or too quiet
l. Make jokes or become argumentative
m. Be emotional or impatient
n. Make excuses
o. Make promises you can't keep
p. Try to prolong the interview
q. Be disappointed if you don't get the first job for which you interview

APPENDIX III-29: SUGGESTED CURRICULUM MATERIALS AND RESOURCES

Abbott, et. al. *Office Safety Resource*. Trenton: NJCOECA

Archer, et. al. *General Office Procedures*. New York: McGraw-Hill

Bassett and Goodman. *Alphabetic Filing Procedures*. Cincinnati: South-Western

Blockhus and Noble. *Odyssey, Inc., A Business Practice Set*. New York: McGraw-Hill

Boyce. *Mercury Systems, Inc.* New York: McGraw-Hill

Brooks. *Consultamation Inc. Word Processing Practice and Application*. New York: McGraw-Hill

Business Phone Trainer, County AVA

Butler and Smith. *The Receptionist--The Tahoe Times*. Cincinnati: South-Western

Casady. *Word/Information Processing Concepts*. Cincinnati: South-Western

Clayton. *101 Typewriting Timed Writings with Selected Drills*. Cincinnati: South-Western

Cleary and Lacombe. *English Style Skill-Builders*. New York: McGraw-Hill

Cornelia and Pasewark. *Office Machines Course*. Cincinnati: South-Western

Crawford, et. al. *Century 21 Typewriting*. Cincinnati: South-Western

Eggland and Williams. *Human Relations at Work*. Cincinnati: South-Western

"File It Under Falls, Miss King." University of Illinois, 1325 S. Oak Street, Champaign, IL 61820

Fosegan. *Alphabetic Indexing Rules, Application by Computer*. Cincinnati: South-Western

Fries, et. al. *Applied Secretarial Procedures*. New York: McGraw-Hill

Fruehling and Bouchard. *Business Correspondence/30*. New York: McGraw-Hill

APPENDIX III-29: (Continued)

Holmes. *Capitol Auditing Service*. Boston: Houghton Mifflin

Holmes. *Filing Made Easy*. Boston: Houghton Mifflin

House and Sigler. *Reference Manual for Office Personnel*. Cincinnati: South-Western

Humphrey. *The Medical Secretary, Northside Medical Center, P.C.* Cincinnati: South-Western

Internal Revenue Service. *Understanding Taxes*.

Jenkins. "Effective Listening." Western Tape, Suite 401, 2333 Beverly Blvd., Los Angeles, CA 90057

"Job Interview: Whom Would You Hire?" Visual Aid Service, University of Illinois, Champaign, IL 61822

Kimbrell and Vineyard. *Succeeding in the World of Work*. Bloomington: McKnight

Leslie. *20,000 Words*. New York: McGraw-Hill

Leslie, et. al. *Gregg Transcription, Series 90*. New York: McGraw-Hill

Lloyd, et. al. *Gregg Typing, Series Seven*. New York: McGraw-Hill

Lovern. *Calculator Applications for Business*. Cincinnati: South-Western

McIntosh and Welter. *The Legal Secretary--Freeman, Rosa, and Arnold*. Cincinnati: South-Western

McIntosh and Welter. *The Secretary--Westchester Square, Inc*. Cincinnati: South-Western

"Office Information Processing." Bergwall Productions, Inc., Garden City, NY 11530

Oliverio and Pasewark. *Secretarial Office Procedures*. Cincinnati: South-Western

Pasewark. *Electronic Display Calculator Course*. Cincinnati: South-Western

Pasewark. *Machine Transcription*. Cincinnati: South-Western

Pasewark and Oliverio. *Clerical Office Procedures*. Cincinnati: South-Western

APPENDIX III-29: (Continued)

Popyk. Word Processing: Essential Concepts. New York: McGraw-Hill

Reiff. Communication Skills for the Processing of Words. Cincinnati: South-Western

Russon and Wallace. Personality Development for Work. Cincinnati: South-Western

Sabin. The Gregg Reference Manual. New York: McGraw-Hill

Sherster, et. al. The Gregg Office Job Training Program (OJT). New York: McGraw-Hill

Shinn. The Accounting Clerk--Mountain View Office Supplies, Inc. Cincinnati: South-Western

Stewart and Kahn. Gregg Quick Filing Practice. New York: McGraw-Hill

Stewart, et. al. Office Procedures. New York: McGraw-Hill

Stewart, et. al. Progressive Filing. New York: McGraw-Hill

Toubin. Busines English/30. New York: McGraw-Hill

Twing. All Points Relocation Service: A Secretarial In-Basket Project. New York: McGraw-Hill

Twing. The Receptionist. New York: McGraw-Hill

Williams and Eggland. Communicating at Work. Cincinnati: South-Western

Word Processing Programs:
    Acewriter
    Apple Writer
    Piewriter
    IBM Displaywriter--Textpack 4

"You and Office Safety." Xerox Corporation

Zedlitz. Getting a Job. Cincinnati: South-Western

APPENDIX III-30:

FACT SHEET

Future Business Leaders of America-Phi Beta Lambda, Inc.

New Jersey FBLA-PBL State Office
P. O. Box 6758
Lawrenceville, NJ 08648 609/896-3131

**Future Business Leaders of America-Phi Beta Lambda, Inc.
P.O. Box 17417-Dulles, Washington, D.C. 20041
703/860-3334
Edward D. Miller, President and Chief Executive Officer**

THE ASSOCIATION

Future Business Leaders of America-Phi Beta Lambda is a non-profit, 501(c)(3), educational association made up of students pursuing careers in business or business education. It is endorsed by the American Vocational Association, Association of Independent Colleges and Schools, National Association of Secondary School Principals, National Business Education Association, and U.S. Department of Education. The association is composed of three divisions: FBLA for high school students; PBL for postsecondary students; and an Alumni Division formed from both groups.

PURPOSE

FBLA-PBL's purpose is to bring business and education together in a positive working relationship. The national organization offers programs and services that create a forum in which students, educators and business people learn about one another.

Organizational goals include:

- promoting competent, aggressive business leadership.
- understanding American business enterprise
- establishing career goals
- encouraging scholarship
- promoting sound financial management
- developing character and self-confidence
- facilitating the transition from school to work

MEMBERSHIP

There are more than 210,000 active members in over 10,000 chartered chapters throughout the 50 states, American Samoa, Canal Zone, Guam, Puerto Rico, the Virgin Islands and U.S. Department of Defense schools in Europe.

PROGRAMS & SERVICES

Getting Involved ™ is the ongoing national project of FBLA-PBL. It's designed to help students learn the free enterprise system through a study of entrepreneurship, technology and productivity. *Getting Involved* ™ offers suggested chapter activities for each of these free enterprise elements.

National Awards Program. Since competition is a major part of the free enterprise system, FBLA-PBL, Inc. sponsors the National Awards Program in which students compete in individual, team and chapter events. These events culminate during the National Leadership Conference following competition at the district and state levels. Students conduct projects in the areas of civic service, career development, social awareness and economic education. These activities involve the school, local community, chamber of commerce, business, industry and government.

Youth for Understanding, an international non-profit student exchange program, in partnership with FBLA-PBL, grants scholarships to qualified members offering them an extended stay in another country while studying some business aspect of the host country.

Future Travel, the association's full service travel agency, opened its doors for business in January 1983. Although Future Travel is a separate, profit-making entity, the profits realized are returned to FBLA-PBL, Inc., its sole stockholder.

BENEFITS

Publications

- *Tomorrow's Business Leader,* a magazine published four times during the school year, is mailed to each dues-paying member and adviser. It offers timely articles on business and professional topics as well as current association news from all regions.
- *Hotline,* a newsletter for FBLA and PBL advisers, is published four times during the school year. It is the adult leader's direct link with the national association.

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FACT SHEET

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Future Business Leaders of America-
Phi Beta Lambda, Inc.

FBLA

- *The Graduate Record*, the newsletter of the Alumni Division, is published three times a year for each alumnus and local chapter. It features alumnotes and news of the national association.

Conferences and Seminars

- *The Management Series* is an in-depth training session for state and national officers and their advisers. This meeting prepares student leaders to assume their full responsibilities as officers, and—since it is held in Washington, D.C.—allows them to visit our nation's Capitol.
- The *National Fall Leadership Conferences* take place in each geographic region of the United States and give students a way to share ideas and reaffirm common goals. They participate in professional development sessions and acquire an understanding of the entire national organization.
- The annual *National Leadership Conference* (NLC) concludes the year's activities and sets the stage for the upcoming school year. The NLC is held each year in a major American city and offers members a chance to get involved in business and leadership workshops, meet corporate executives, elect national officers and engage in competitive events.

STRUCTURE

The national headquarters is located in Reston, Virginia near the nation's capital. A professional staff administers and directs association programs. FBLA-PBL is organized on the local, state and national levels. Local chapters operate under the guidance of teacher/advisers and advisory councils composed of school officials, business people and community representatives. State advisers and committee members coordinate chapter activities and report to the national organization.

The *Board of Directors* is composed of professional educators, local and state advisers, state and local supervisors and national student officers. A President/CEO of the association is appointed by the Board of Directors to direct a paid national staff.

The *National Advisory Council* is a group of individuals from business and industry who support and actively promote FBLA-PBL on the local, state and national levels. The council serves in an advisory capacity to the Board of Directors and the President/CEO.

The *Congressional Advisory Committee*, comprised of U.S. senators and representatives, was formed in 1982 to improve communications with the Congress of the United States, provide direct access to individual legislators who actively support FBLA-PBL, and foster wider recognition of the association's programs.

The *FBLA-PBL Foundation* was formed in the summer of 1982 to extend the association's educational programs, undertake related special projects and establish a secure financial structure.

FUNDING

FBLA-PBL, Inc. is financed almost entirely by dues and local chapter fund raising. Corporate donations, grants and gifts are also important to the organization's financial foundation.

HISTORY

The FBLA concept was developed in 1937 by Hamden L. Forkner of Teachers College, Columbia University, New York City. In the fall of 1940, official sponsorship of FBLA was accepted by the National Council for Business Education. On February 3, 1942, the first chapter was organized in Johnson City, Tennessee. The association has been recognized by the Freedoms Foundation and the Horatio Alger Awards committee.

Office Education Association

fact sheet

LOCATION

5454 Cleveland Avenue
Columbus, OH 43229
614-895-7277

MEMBERSHIP

75,000 members in 17 state associations

OEA is comprised of student members in four divisions--secondary, post-secondary, collegiate, and alumni--and professional members.

Membership eligibility: any student enrolled in a vocational business and office education program approved by the appropriate state department of education is eligible for membership.

RECOGNITION PROGRAMS

Several chapter and individual recognition programs provide members the opportunity to receive recognition for achieving chapter or individual goals. These include:

Torch Awards Program. Four individual achievement levels are based upon activity divisions representing the nine symbolic torches of the OEA Torch Ceremony.

Safety with OEA. Participation in safety projects is encouraged through this program. Chapter entries are recognized at the National Leadership Conference and the top entries compete for National Safety Congress recognition.

OEA C.A.R.E. Community Action to Reach Everyone provides chapters an opportunity to participate in citizenship, community service, and school improvement activities.

Competitive Events. OEA competitive events are held at the local, regional, state, and national levels. The competitive events are developed nationally under standardized guidelines established by local teacher/advisors. The national competitive events are held in conjunction with the OEA National Leadership Conference.

Free Enterprise Awareness. The competitive chapter and individual projects seek to encourage all OEA members to develop a better understanding of the American free enterprise system, what it means to their future, and to communicate this understanding to others.

Special Olympics. Chapters are encouraged to assist in the national service project to help the mentally retarded through the Special Olympics sports program.

OEA National Banner Award. A chapter may earn annual recognition by completing and documenting a specified program of activities.

CONFERENCES

The national organization sponsors the OEA National Leadership Conference in late spring. The 1985 conferences will be held in Houston, Texas. The 1986 conferences will be held in Columbus, Ohio.

In addition, OEA hosts four professional development conferences each fall. These are weekend conferences located in central areas that provide national conferences for chapters and members who may not be able to attend the National Leadership Conference.

PUBLICATIONS

OEA members and advisors are provided a variety of publications providing worthwhile and informative material about OEA and the business world.

The OEA COMMUNIQUE, the official journal, is published four times during the school year and is provided for each member. A "Professional News" insert contains articles of special interest to advisors.

The local "Advisor's Bulletin" is published nine times each year and is mailed directly to the local advisor.

It's A New Year (the annual chapter handbook), and the Competitive Events Guidelines are provided to each chapter at the beginning of each school year. All information concerning recognition programs, competitive events, fund raising, and available related materials are contained in these publications.

Each chapter also receives the OEA Week Packet and the National Leadership Conference booklet which contain specific information during the school year about special OEA activities.

Other publications are provided each year to focus on the specific national goals for the year. Publications are also available to assist teachers in integrating OEA into the business and office curriculum.

PRIVATE SECTOR INTERACTION

The National Business Advisory Council is composed of representatives from different segments of the business community. NBAC serves as a liaison between business and industry and the OEA Board of Directors. NBAC is also active in providing input to the competitive events program, conducting workshops at conferences, and financially contributing to OEA.

GOVERNING STRUCTURE

The OEA Corporate Body is composed of one representative of each division of all chartered state associations. The Corporate Body elects the OEA Board of Directors and approves any changes in the legal corporation documents of the organization.

The OEA Board of Directors is comprised of 16 individuals representing the state supervisors of business and office education, business and industry, student national officers, U. S. Department of Education, and national staff.

OEA NATIONAL CENTER

In the fall of 1982, OEA purchased a building in Columbus, Ohio. The national staff is composed of five full-time and three part-time employees.

APPENDIX IV-32a: SAMPLE OPERATING GUIDELINES FOR AN INTERDISCIPLINARY COUNCIL

(Recommended for Secondary School Population of Under 500)

A. NAME

The name of this council shall be the ______________ High School Vocational Advisory Council.

B. PURPOSE

The primary purpose of the advisory council is to advise the school on relevant content and procedures for operating vocational education programs.

The advisory council provides the necessary communicating link between the school and the community. It helps to discover the training needs of the service area, to insure a realistic and practical program, to develop community understanding and support for the methods of vocational education, and to build prestige and respect for the school.

C. NECESSITY

Annual New Jersey guidelines for vocational-technical education funding applications, and the New Jersey State Plan for Vocational Education require that applications for funds be developed in consultation with and be reviewed by local advisory councils prior to submittal. A "Statement of Assurance" that an advisory council has been formed as well as a list of names and affiliation of the members, must be maintained on file in the office of the local educational agency.

According to the guidelines, this advisory council should be appointed by whatever official body is responsible for the proposed program. The council should consist of at least five members, none of whom are employed by the local educational agency, and be broadly representative of employers, organized labor, and the general public. The council members should be persons whose job responsibilities and experience are appropriate for the practical program being proposed.

D. EFFECTIVENESS

Advisory councils are effective when:

*the advisory council's duties and purposes are made clear

*the advisory council's authority is made clear

APPENDIX IV-32a: (Continued)

*the members are selected to assure achievement of the stated objectives

*the appropriate procedures for prompt and meaningful action are accepted

*the most capable chairperson is appointed or elected

*the problems that are dealt with are real

*the interchange of ideas is free and members consider themselves to be co-equal partners in a worthwhile endeavor

*the agenda is based on concerns which members consider important

*the members get support from the staff

*the members have or get firsthand familiarity with the program operation they are advising

*the subcommittee work is handled smoothly

*the problems that are faced require a wide divergence of information and careful judgment unavailable in any single individual

*the individual members have ample opportunity to participate

*the results are interpreted to the members

*the advisory council evaluates its work periodically

E. OBJECTIVES

1. To speak on behalf of employers and employees from specific occupational areas.
2. To serve as a communication channel between the school and occupational groups in the community.
3. To list the specific skills and suggested related and technical information for the program and courses required for entry into and promotion within a career area.
4. To advise on type of skills, knowledges, and attitudes needed to prepare students for entering into a specific occupation.
5. To recommend physical facilities and types of equipment needed for a specific occupational program.

APPENDIX IV-32a: (Continued)

6. To make suggestions which will promote and assure the highest quality program.

7. To recommend standards of competency and achievement which are necessary for entry into employment and promotion within an occupational area.

8. To assist with an evaluation of the program of instruction.

9. To suggest ways for improving the dissemination of program information to potential students and employers.

10. To assist in recruiting potential students and in locating appropriate jobs for qualified graduates.

11. To keep the school informed on current specific needs and changes in the labor market.

12. To provide a means for the school to inform the community.

13. To assess program needs in terms of the needs of the community.

14. To assist in long-term program planning.

F. DUTIES OF OFFICERS

1. Duties of the chairperson: The duties of the chairperson shall be those usually pertaining to the office as set forth in Roberts Rules of Order. The chairperson shall serve for a term of two years. The chairperson shall appoint all committees authorized by the membership. These subcommittees will be established on the basis of need.

2. Duties of the secretary: The secretary shall keep accurate minutes of all meetings of the council and prepare announcements of meetings and the agenda.

G. DUTIES OF COUNCIL MEMBERS

1. Accept council assignments

2. Determine community needs

3. Evaluate programs

4. Advise in the preparation and selection of course material

APPENDIX IV-32a: (Continued)

5. Advise in securing training stations and assist in placement of graduates
6. Recommend resource personnel and guest speakers
7. Guide and support coordinators
8. Assist in surveys
9. Help to provide program continuity
10. Provide financial and legislative support
11. Provide public relations service
12. Recommend policies for cooperative programs
13. Help secure equipment, supplies, and instructional material

APPENDIX IV-32b: SAMPLE OPERATING GUIDELINES FOR AN INTERDISCIPLINARY ADVISORY COUNCIL

(Recommended for Secondary School Population of Over 500)

ARTICLE I: Name

The name of this council shall be the ______________ High School Career Education Advisory Council.

ARTICLE II: Objectives

The purpose of this council shall be advisory in scope. It shall:

1. Serve as a liaison between school, labor, and management.
2. Conduct community surveys.
3. Identify current and emerging career trends.
4. Recommend acceptable standards of performance.
5. Provide opportunities to upgrade teacher-coordinator knowledge of occupational information through inservice workshops and seminars.
6. Secure funding from outside the school system to assist teachers and students in attending career-related meetings on the regional, state, and/or national levels.
7. Arrange meetings between the teachers and representatives of the employing community to develop cooperative relationships.
8. Assist with the placement of students for work experiences in the cooperative education programs.
9. Help students obtain part-time employment during the school year, and/or summer employment.
10. Help students obtain employment upon graduation.
11. Provide prizes and awards for outstanding students.
12. Assist in obtaining instructional supplies and equipment.
13. Act as advisers in the school's purchasing of business/ industrial materials.
14. Serve the school by providing guest speakers for classroom teachers and/or career days.

APPENDIX IV-32b: (Continued)

15. Provide news releases for the public media.

16. Provide career literature to the teachers, counselors, and students.

17. Advise on programs to meet the needs of special students including career placement.

18. Submit an annual report to the __________ Board of Education which will include a list of recommendations to improve the school's career education program.

ARTICLE III: Membership

Section I - Number of Members

The council shall consist of a maximum of thirty-one members: fourteen business/industrial/municipal representatives; one student representative and alternate from each of the four cooperative education programs; the president of the Student Government Association; the president of the Home & School Association; the four cooperative education coordinators and the career education coordinator. In addition, the high school principal, the assistant superintendent in charge of curriculum, and one board of education member shall serve in ex-officio capacity.

Section II - Qualifications for Membership

The lay members of the council should represent the diverse occupations and businesses within the community. Members should have a sincere interest in advancing career education at the high school level.

Section III - Appointment of Members

Appointment of new members will be recommended by the advisory council.

Section IV - Appointment of Council Alternates

It is the responsibility of council members to appoint alternates to serve in their absence.

ARTICLE IV: Voting Rights

Voting rights are reserved for all council members excluding school personnel.

APPENDIX IV-32b: (Continued)

ARTICLE V: Nominations

As need arises, the president shall appoint a nominating committee consisting of six members; three representing the lay group and three representing the school group.

ARTICLE VI: Elections

The officers shall be elected at the May meeting and installed at the following meeting.

ARTICLE VII: Officers

All officers are elected for a one-year term and may succeed themselves.

Section I - Elective Officers

The elective officers of this council shall be:

- President
- President-Elect
- Treasurer
- Secretary
- Public Relations Representative

Section II - President

The president of the council must be a member of the lay group and must have served on the council for at least one year.

The duties of the president will include: conducting regular meetings, calling special meetings, establishing committees and appointing chairpersons as the need arises.

Section III - President-Elect

The president-elect must be a member of the lay group.

The president-elect will serve in the absence of the president and shall succeed the president.

Section IV - Treasurer

The treasurer must be a member of the lay group.

The treasurer will be responsible for the collection and distribution of funds.

APPENDIX IV-32b: (Continued)

The treasurer will report regularly to the council regarding the state of the treasury.

Section V - Secretary

The secretary will record the proceedings of the meeting and will distribute them to the membership and members of the board of education one week prior to the next scheduled meeting.

The secretary will maintain an up-to-date roster of membership of the advisory council.

Section VI - Public Relations Representative

The public relations representative will be responsible for coordination and distribution of news releases and other publicity.

Section VII - Vacancies

In the event of a vacancy in the office of president, the president-elect will assume responsibility of the office for the duration of the unexpired term.

The president will appoint a nominating committee to fill all vacancies.

ARTICLE VIII: Meetings

The president will schedule a minimum of eight meetings during the school year with special meetings being called by the council.

ARTICLE IX: Committees

Section I - Standing Committees

Standing committees will be established for: Finance, Membership, Scholarship, and Public Relations.

Section II - Special Committees

Special committees will be established as the need arises.

Section III - Reports

All chairpersons of special committees will report on the committees' activities at regular meetings. In addition, a written report of the committees' findings shall be submitted to the secretary.

APPENDIX IV-32b: (Continued)

Section IV - Meetings

The chairperson of any special committee will call and conduct meetings.

ARTICLE X: Attendance

It is required that council members or their alternates attend a minimum of six (6) regular meetings.

ARTICLE XI: Changes in Operating Guidelines

When proposals for changes in operating guidelines are suggested, such proposals will be voted upon at the next meeting and must be approved by a majority of the members present.

APPENDIX IV-33: SAMPLE OPERATING GUIDELINES FOR AN ADVISORY COUNCIL

(Departmental)

NAME

The name of this council will be the advisory council for the Cooperative Office Education program.

OBJECTIVES

The purpose of the council will be to act in an advisory capacity to the _______________ High School with respect to the following functions related to the Cooperative Office Education program:

Be a sounding board on new ideas
Help to achieve the objectives of the employment program
Support the need of the program to the board of education
Act as a diplomatic corps for program expansion
Create goodwill in the community
Give prestige to the school, program, and community
Guide solutions to wage and hour problems
Help to evaluate the program and establish standards
    making the program realistic
Aid in publicizing the program

MEMBERSHIP

Number of Members--The council will consist of 11 members, 6 of whom should be from the lay community (former or present employers, former students of the program, or union representatives), and 5 members of ex-officio status (superintendent of schools, high school principal, business department chairperson, vocational guidance counselor or guidance director, and coordinator of the Cooperative Office Education program.)

Qualifications for Membership--The lay members of the council should represent diverse occupations and businesses in the Cooperative Office Education program and should reflect a sincere interest in advancing cooperative education at the high school level.

Term of Membership for Other Than Ex-Officio Members--Members will be appointed to the council for a term of three years. No member may serve more than two consecutive terms. One and one-half years or longer will be considered a term of office when determining eligibility for reappointment.

Rotation of Membership--One third of the lay members will be replaced each year. The year will coincide with the board of education's year.

APPENDIX IV-33: (Continued)

Appointment of Members--Appointment of new members will be made by the high school principal upon recommendation of the advisory council.

Attendance--Each member is expected to attend at least 60 percent of the meetings. In the event such absenteeism is exceeded, the chairperson will report the circumstances, and the council will consider whether there should be a replacement.

OFFICERS:

Elective Officers--The elective officers of this council will be:

Chairperson
Vice Chairperson
Recording Secretary

Chairperson--The chairperson of the council must be a member of the lay group and must have served on the council at least one year.

The term of office for the chairperson is one year, and he/she may succeed himself/herself.

The duties of the chairperson will include: conducting regular meetings, calling special meetings, and appointing committees as the needs arise.

Vice Chairperson--The vice chairperson must be a member of the lay group. He/she shall serve in the absence of the chairperson.

Recording Secretary--The recording secretary will record the proceedings of the meetings and will distribute them to the membership and members of the board of education. The secretary will distribute an agenda and notice of the meetings two weeks before the meetings are held.

The recording secretary will maintain an up-to-date roster of the membership of the advisory council.

Vacancies--In the event of a vacancy in an office, the chairperson will appoint a nominating committee to nominate a replacement to be approved by a majority of those in attendance.

NOMINATIONS:

Appointment of Nominating Committee--As need arises, the chairperson will appoint a nominating committee consisting of five members, three representing the lay group, and two representing the school group.

APPENDIX IV-33: (Continued)

Nominating Committees--Nominating committees will serve either of two functions:

To nominate replacements to the council
To nominate officers

Nominations for Offices--The nominating committee for annual election of officers will be appointed in January and will present its report at the March meeting. (Nominations may be accepted from the floor).

ELECTIONS:

The officers will be elected at the May meeting.

MEETINGS:

A minimum of five meetings should be held during the year.

Special meetings may be called by the chairperson.

A two-thirds attendance of members will constitute a quorum.

COMMITTEES:

Standing Committee--There will be no standing committee.

Special Committees--Special committees will be appointed by the chairperson as the need arises.

Reports--all chairpersons of special committees will report on their activities at each monthly meeting.

CHANGES IN OPERATING GUIDELINES--When proposals for changes in the operating guidelines are suggested, such proposals will be voted upon at the meeting following such introduction, and must be approved by a majority of the members present.

APPENDIX IV-34: SAMPLE REQUEST FOR BOARD OF EDUCATION APPROVAL

TO:

FROM:

DATE:

SUBJECT: Organization of an Advisory Council

We request permission to organize an advisory council consisting of representatives of the business community, labor groups, educators, parents, and students. The council's primary purpose would be to advise the school on relevant content and procedures for operating cooperative vocational education programs. It would assist the school in the following ways:

1. Communicate the values of cooperative vocational education in (name of community).
2. Prepare training sponsors to be effective in job instruction.
3. Identify suitable training stations.
4. Evaluate the effectiveness of the vocational education programs.
5. Serve as a liaison between the school and the business community.
6. Provide instructional materials and assistance with speakers and occupational information.
7. Work with labor and management groups at the local level to ensure maximum involvement and cooperation.
8. Assist in determining the criteria and standards for measuring job performance of office workers.
9. Provide positive public relations within (name of community).
10. Assist in solving program-related problems.

We request board of education approval in adopting a resolution for the development of the advisory council. Attached is an example of a suggested statement. Upon receiving approval we will submit a copy of our operating guidelines.

APPENDIX IV-35: SAMPLE BOARD OF EDUCATION RESOLUTION FOR AN ADVISORY COUNCIL

The Board of Education of the _____________ School District hereby approves and authorizes the establishment of a vocational advisory council. The functions of the council will include curriculum content advisement; equipment, facilities, and instructional resources review; community resource coordination; career guidance and placement services; program evaluation; community public relations; and professional development.

In authorizing the organization of this council, the Board of Education agrees to support the council's work. The vocational education advisory council will be expected to operate within the operating guidelines.

APPENDIX IV-36a: SAMPLE LETTER OF INVITATION FOR MEMBERSHIP ON ADVISORY COUNCIL

(Interdisciplinary)

(Date)

(Inside Address)

Dear ____________________:

Because of your involvement and interest in (program name), we believe you would be a valuable addition to the _______________ Advisory Council of __________ High School.

The council is composed of outstanding business and community leaders and is directed toward achieving closer cooperation between the school and the community in providing vocational training for our cooperative education students.

I would appreciate your giving this invitation your consideration. Please inform me of your decision within the next few days. Your acceptance will aid the cooperative education programs at __________ High School.

Sincerely,

(Insert name)
(Chairperson or President)

xx

Enclosure (include enclosure giving name and objectives of program(s) and objectives of advisory council)

APPENDIX IV-36b: SAMPLE LETTER OF INVITATION FOR MEMBERSHIP ON ADVISORY COUNCIL

(Departmental)

(Date)

(Inside Address)

Dear

For the last_____ years, ______________ High School has actively pursued a Cooperative Office Education program (COE). This program, recommended by state departments of education throughout the United States, has met with great success.

The COE program was established to provide advanced education for our business students and to prepare them for full-time employment after graduation. During their senior year, selected students work on a paid, part-time basis at local businesses. The program has met its challenges as indicated by success stories of former students.

To assist our teachers in preparing these students, the state funding guidelines require that an advisory council, composed of interested businesspersons, work with our teachers and administrators. This approach has proved to be beneficial in bridging the gap between the classroom and the world of work. Your presence on this advisory council would enable us to provide the type of guidance necessary to a cooperative education program.

We invite your participation on this council. Our meetings are limited to (number) per year and are held from (time) to (time).

Our first meeting will be held on (date) at (time) in the __________ High School __________room.

Please contact our COE teacher-coordinator, (name), at (phone no.), by (date) with your decision. We are looking forward to your acceptance.

Sincerely yours,

Chairperson

Enclosure

APPENDIX IV-37: SAMPLE AGENDA FOR THE FIRST MEETING OF A NEWLY FORMED ADVISORY COUNCIL

The first meeting of a newly formed advisory council or the initial meeting of the year for an established council must be carefully planned if it is to be of assistance to the educational program. Its effectiveness depends on the amount of time devoted to the planning of the meeting. Suggested goals for this first meeting might include familiarizing the council with key facets of the vocational education programs, acquainting members with the purpose and duties of the council, planning meetings for specific purposes, and developing a schedule for council activities.

A member of the school staff will have full responsibility and should serve as temporary chairperson for only the first meeting of the newly formed council.

A sample agenda might include:

1. Welcome and remarks by the temporary chairperson
2. Introduction of council members
3. Functions of the council and how it can assist the school
4. Explanation of the vocational education programs
5. Election of officers
   (Depending on the size of the council, members may elect a chairperson and secretary or president, president-elect, secretary, treasurer, and public relations representative.)
6. Develop a calendar for date, time, and location of meetings
7. Establish a committee to determine operating guidelines
8. Propose activities for future meetings
9. Miscellaneous items
10. Adjournment

APPENDIX IV-38a: SAMPLE AGENDA FOR THE SECOND MEETING OF A NEWLY FORMED ADVISORY COUNCIL

A sample agenda for the second meeting of a newly formed advisory council might include:

1. Call to order by the chairperson or president
2. Attendance
3. Reading of the minutes
4. Adopt operating guidelines
5. Develop yearly goals and objectives
6. Plans for the next meeting, including arrangements for any subcommittee meetings
7. Miscellaneous items
8. Adjournment

APPENDIX IV-38b: SAMPLE AGENDA FOR REGULAR MEETINGS OF THE ADVISORY COUNCIL

A vital component to the success of the advisory council is the interaction of the school staff with the chairperson or president in developing activities and the agenda for each meeting. It should be emphasized that it is the responsibility of the school staff to guide the advisory council as it establishes its priorities.

A suggested agenda might include:

1. Call to order
2. Attendance
3. Introduction of guests or new members
4. Reading of the minutes
5. Financial report, if necessary
6. Old business
7. New business
8. Adjournment

As the need arises it might be necessary to implement special committees. To ensure that the advisory council's valuable time is best used, subcommittees or standing committees can be organized. If a topic leads to lengthy discussion, the subcommittee could handle the problem outside the regular meeting time. Standing committees might be useful in the areas of finance, membership, scholarships, and public relations.

APPENDIX IV-39a: SAMPLE LETTER FROM AN INTERESTED CITIZEN ASKED TO SERVE ON AN ADVISORY COUNCIL

I want to be involved in the school program as a counselor and friend. Naturally, there are certain school regulations that I must observe when visiting, so please make them clear to me so I will not be embarrassed. When I drop in for a visit, please give me a few minutes of your time and do not treat me as an intruder or meddler into your business. This works both ways--you come and visit me on the same basis. I will not come to your school unless I am interested in your program.

I need to know much more than just local problems. I need to be informed what other school systems are doing and what is taking place throughout the other states. I need to know about government-sponsored programs, state-agency programs, and how the U.S. Department of Labor and Department of Health, Education, and Welfare are related to the local school's efforts.

By the way, I would not like to be put in the uncomfortable position of being used to support one program in opposition to another. I understand that this can be a problem, but remember, I depend upon community goodwill for success. I cannot afford to take sides in school administration affairs, although privately, I may express my personal feelings. I am a taxpayer, and my business is a taxpayer. I want to know that I am doing everything possible to improve the total effort. I want the school board to know about our committee and what it is doing, and I want your students to know about the committee and what it is doing to help them. In this regard, I would like to meet with your students and let them tell me how the program is doing, and if we are succeeding in our joint efforts. I would like to know if vocational education is really relevant to the world of work and the jobs young people are training for.

I would like some appreciation for my efforts. If this committee and its members are as important as you say, give us some recognition. If I donate a piece of equipment, put my name on it. Present me a framed certificate of appreciation. Hold an annual event such as an employer-employee function where the advisory council members are publicly recognized. A picture and article in the local newspaper will also be welcomed. I do not want recognition just to inflate my ego; I want it because I feel that my time and efforts are important to the local school efforts. I think when you publicly advertise that business is advising the school, some value is given to the stature and prestige of distributive education. Remember, my company wants to know that my time and services are well-received and recognized.

If meetings are held on a regular basis, then I can mark my calendar so that I can make arrangements to be there. It will be good if the agenda can be mailed to me at least one week in advance--two weeks is preferred. Conduct the meeting informally, so I can feel comfortable to speak my mind without strict observance of parliamentary procedure. Respect my time and do not let the meeting drag out. On the

APPENDIX IV-39a: (Continued)

other hand, do not cut it so short that I feel my time was wasted. And, please, do not insult me by asking me to approve something that has already been decided. Sometimes, I may be forced to become a critic if you do not let me help you as an advisor.

I know that I am asking a great deal of you--but I also have a lot to offer in return. In short, the advisory committee is either important in helping you run your program, or else it serves only as a figurehead. If the latter is true, I am wasting my time, and I would prefer not to serve. In final analysis, what I am offering you is my expertise and experience because I believe that I have that to give to my community, my schools, and the students. If you think I speak alone, you are sadly mistaken. I have talked with too many who feel the same way and who feel that they have been badly misused in the past. You fail to understand that we are motivated to serve--but only when we are given the fullest opportunity. A poorly used committee is worse than none at all. A disgruntled committee can become your greatest critic rather than your strongest ally.

In summary, if you decide to have an advisory committee of business persons, get serious about it. Plan and organize so it can be effective. If you do, I surely want to be asked to serve. I will be expecting you to call on my soon.

Sincerely,

/s/______________________________

APPENDIX IV-39b: IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COUNCIL

IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COMMITTEE

Dear Educator:

I am pleased you have asked me to serve as an industry member of an advisory committee to our school system. I shall be delighted to accept your invitation--if you can assure me that I will be involved in an activity which is going to make some worthwhile and important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends and associates that I was selected to participate--as you, yourself, stated--"because of my reputation as an outstanding member" of the field in which I am earning my living, "as well as for my interest in and understanding of the field of education."

To support my feelings about the importance of my service, I would like to have a letter appointing me on the committee signed by the highest possible school official. The letter should include some biographical information on the chairman and other members of the committee and also tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money and time. Please note that if you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile!

On the other hand, if you seriously want help from the committee to improve our educational system, I need to be sure that I will be provided, initially and on a continuing basis, with information concerning educational developments within the school system, as well as at the state and national levels; be invited occasionally to attend local, state and national conventions of educators (you will be surprised by how many I will attend at my own or my company's expense); and that I will occasionally receive a special invitation to attend a school function, a board of education meeting, or a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point you can be assured of my active participation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilities.

BEST COPY

APPENDIX IV-39b: (Continued)

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry-education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just point out that the best way I can help you is to give you advice and cooperation and leave the details of day-to-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember—as businessmen, we committee members are problem oriented and if you tell us about your problems we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the schools as a friend and supporter—not seen as a meddlesome interloper. Naturally there are certain school regulations which I should observe when visiting and you should make them clear to me. But if I occasionally drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what MDTA educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort—as a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is,

APPENDIX IV-39b: (Continued)

give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catalog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

When you ask me to attend a committee meeting, I want to know before hand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two weeks' notice of the meeting date. Make it at a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or a phone call.

I want the meeting to be conducted informally and not to get tied up in parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on. I am used to crisp, businesslike procedures. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over as possible, what did and will happen as a result of our advice and services. I don't want to be asked to attend a meeting to approve something after it has already happened. If I find out I am being used that way, don't be surprised when I become your critic instead of your advisor!

I know I am asking a great deal of you. But I am willing to give a great deal in return. And the more you get from the committee, the better your program will be. The same is true for us, of course. All the committee members, as well as the industries we represent, will be benefitted by having a continuing source of qualified manpower available and by getting a good return from our educational tax dollars. All kinds of benefits will emerge if the committee is effectively used.

In the final analysis, this is exactly what I want—effective utilization of my expertise, my knowledge and my interest in serving one of the most important components of my community—my schools and their students. If you are prepared to tell me how, when and where, I will do my best to help you and will appreciate the chance to serve—particularly if you get me involved in an activity in which I have some special interest. This means, of course, you and I will have to discuss what my special interests are vis-a-vis education and young people.

If you think I speak for myself alone, you are very much mistaken. Most industry representatives who agree to serve on school advisory committees feel as I do. However, too often and in too many situations, their expectations have not materialized.

Why? Because in our experience, we have found that too few educators and school administrators understand what motivates industry people to accept service on a school advisory committee. Or, if they do understand, they have not been able to provide the leadership, time and effort to effectively utilize

APPENDIX IV-39b: (Continued)

the committees. If you cannot provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not to establish the committee in the first place. A poorly used committee is worse than no committee at all--you would find that you had created your own Frankenstein. Disgruntled members of poorly used committees frequently become the most active critics of school officials and public education.

Well, that seems to cover everything I had to say. It's up to you now to decide whether you want me to serve on your committee. I look forward to hearing from you.

Sincerely,

____

Signature

Samuel M. Burt. "If You Want Me to Serve on a School Advisory Committee." News from NACVE. National Advisory Council on Vocational Education, July, 1974.

APPENDIX IV-40: ADVISORY COUNCIL SELF-ASSESSMENT

Directions: The assessment is on a zero-to-five scale. Zero means the nonexistence and five means ideal. Total and find the average.

Typical Functions	Assessment
A. Represents a broad selection of appropriate advisers:	
1. Training station supervisors	5 4 3 2 1 0
2. Community organizations and groups	5 4 3 2 1 0
3. Other members of the employing community	5 4 3 2 1 0
4. Labor groups	5 4 3 2 1 0
5. Local government	5 4 3 2 1 0
6. Senior citizens	5 4 3 2 1 0
7. Educators	5 4 3 2 1 0
8. Parents	5 4 3 2 1 0
9. Students	5 4 3 2 1 0
10. Alumni	5 4 3 2 1 0
B. Assists in short- and long-range planning:	
1. Assesses labor market needs and conditions	5 4 3 2 1 0
2. Assesses community resources	5 4 3 2 1 0
3. Assesses local educational agency priorities and policies	5 4 3 2 1 0
4. Responds to regional, state, and national conditions, goals, and objectives	5 4 3 2 1 0
5. Recommends priorities	5 4 3 2 1 0
C. Performs duties and responsibilities:	
1. Follows goals	5 4 3 2 1 0
2. Holds meetings on a regular basis	5 4 3 2 1 0
3. Sends minutes to council members and appropriate administrators	5 4 3 2 1 0
D. Communicates important information to the community:	
1. Newsletters	5 4 3 2 1 0
2. Cable television	5 4 3 2 1 0
3. Radio	5 4 3 2 1 0
4. Publications, such as pamphlets, posters, reports	5 4 3 2 1 0
5. Press releases	5 4 3 2 1 0
6. Speakers' bureau	5 4 3 2 1 0
7. Formal events such as luncheons & dinners	5 4 3 2 1 0
8. Workshops	5 4 3 2 1 0
9. Exhibits, such as Career Day/Week, Vocational Education Week, National Education for Business Week	5 4 3 2 1 0

APPENDIX IV-40: (Continued)

11. Personal contacts 5 4 3 2 1 0
12. Program information widely disseminated to prospective students 5 4 3 2 1 0

E. Communicates important job-related information to the school:

1. Provides information on the labor market 5 4 3 2 1 0
2. Makes appropriate recommendations concerning course objectives (including needed student competencies), content and procedures 5 4 3 2 1 0

F. Assists with evaluation of the program:

1. Facilitates follow-up activity 5 4 3 2 1 0
2. Studies placement results 5 4 3 2 1 0
3. Assures compliance with necessary regulations (i.e. affirmative action) 5 4 3 2 1 0
4. Makes recommendations for improvement of programs 5 4 3 2 1 0

G. Other functions:

____
____
____

Comments____
____

AVERAGE TOTAL ASSESSMENT________________

APPENDIX V-41: SAMPLE OF A COE GENERAL INFORMATION PRESENTATION

It was George Bernard Shaw who said, "The only time my education was interrupted was when I was in school." Unfortunately, this statement made by a crusty old man some years ago is being repeated time and time again by our young adults of the modern times. Throughout the United States 40 percent of those entering public schools never graduate from high school. Here at ___________, _______ percent of the graduating seniors go on to college. It is estimated that about _____ percent of those entering never receive a degree. Therefore, without going through lengthy statistical information, we find that _____ of a graduating class of _____ are terminal students. Add to that _____ or so college freshmen who never graduate and you will see that we have approximately _____ of a graduating class of _____ who must be professionally trained.

With these statistics in mind, you can readily see why the educational process receives negative criticism. The two objectives of general education and those of vocational education must be combined to produce a strong secondary educational system that complements one another and provides several avenues for the student to follow depending on his or her needs, interests, abilities, and values. To do this, many of us--teachers, administrator, parents, students, and society in general--will have to revise our thinking and assess our value system. We must recognize that the four-year degree is not the only road for many students. In fact, only ____ percent of the jobs today require a college degree. The service occupations opportunities of today require specialized training of varying degrees rather than academic preparation only.

Other countries have for years attempted to separate liberal education and vocational education--the result--economically poor countries!! We must combine academic and vocational education simply because the general skills, attitudes, and understandings that are considered academic are frequently considered the vocational skills necessary for job success. The skills of communicating, reading, writing, and speaking are fundamental to success in many vocational skills. In fact, efficiency in communication often decides the occupational level of the worker. We should never allow courses preparing students for jobs and the courses preparing students for college to be pitted against one another. If we do, we will find ourselves to be in the same position as the economically poor countries in their establishment of separate systems of liberal education and vocational training.

Today I am here to explain the COE program at _______ High School. The COE program serves as a culminating or capstoning activity for the preparation of office job skills which we have attempted to develop in school. The philosophy of supervised work experience on the high school and college level is not new. All of us are familiar with the teaching profession and its provision for student teaching and the medical profession and its provisions for internship before actual

APPENDIX V-41: (Continued)

practice. These programs take on many of the characteristics of the cooperative office education part-time training program.

JUST WHAT IS COOPERATIVE OFFICE EDUCATION? The title alone hints at its definition and its primary objectives. The cooperative plan of vocational instruction uses the work situation or an office job as a "school laboratory" in which occupational competencies are developed through supervised on-the-job office experiences, while the related instruction is given in school. Cooperation in training is thus an essential element--cooperation between the school and the community whereby the employers provide the "laboratory" or the real office situation not available at school. This definition leads us directly into the necessary elements of the cooperative plan, which will further clarify its objectives or what it hopes to achieve.

The cooperative office education program instruction is designed to (1) prepare students for initial entry jobs in the specific areas of clerk-typists, stenographers, bookkeepers, and information processors, and so on, (2) it is designed to prepare these students in acquiring skills and knowledges applicable to any office occupation, (3) it is designed to prepare students for advancement on the job. These are three basic objectives that the cooperative office education program hopes to achieve.

Several necessary elements are absolutely necessary to achieve the objectives of the cooperative plan.

First, there is related instruction in school. Related instruction is taught by the teacher-coordinator and involves two kinds of instruction.

a) Basic instruction includes concepts, skills, and attitudes needed by all students and is basic to all occupational preparation.

b) Specific instruction includes concepts, skills, and attitudes needed by the individual student-trainee to handle the duties and responsibilities specific to the training station (i.e., students with the responsibility for preparing invoices on the job would receive specific instruction in class).

Second, a cooperating business, called a training station, is necessary to implement the cooperative plan. The training station is selected according to criteria that measure its ability to provide opportunities for a supervised educational experience. This planned experience prepares students to meet their intended career goals. The training station supervisor is called the "training sponsor," and has the primary responsibility for implementing the written training plan.

APPENDIX V-41: (Continued)

Third, the most important element of the cooperative program is the student-learner enrolled for the express purpose of preparing for an office occupation.

Fourth, the important element of the step-by-step training plan is essential to the success of the cooperative program. This written plan indicates what is to be learned by the trainee and whether it will be taught in the related class or at the training station. This plan is derived from a realistic analysis of the tasks, duties, and responsibilities specific to the trainee's job. The training plan is developed by the teacher-coordinator with the training sponsor and the student-learner.

Fifth, is the certified COE teacher-coordinator who possesses technical, professional, and business experience. The teacher-coordinator is the key to the efficient flow of total program operation.

Sixth, is the advisory council. This council serves in an advisory capacity and is composed of representatives from school and the business community, students, and parents.

Last, is the vocational student organization. Through group activities, the student-learner becomes involved in leadership development, participation in comunity service projects, competitive events, and social development. (This element is optional.)

In addition to benefiting the students and the school, the COE program is also beneficial to the participating employers. It allows a smooth transition from school to business; it enables business to develop training programs based on employer demand at minimal cost; it provides a reservoir of trained, full-time personnel.

Thank you for this opportunity to discuss with you our cooperative office education program. I hope that I have been able to share with you the purposes and importance of the cooperative office education program. Most important of all, is that each of you will realize the need for such a program in our community, and finally, that each of you will feel the importance of the COE program.

I have seen that COE at __________ High School has prompted a variation of my opening quote. That being:

"The only time my education was interrupted when I attended the ______ High School was when I was absent from school."

APPENDIX V-42: SAMPLE EMPLOYER THANK-YOU LETTER

Current Date

(Inside Address)

Dear _______________:

Thank you for helping (Name of School) successfully complete another year of on-the-job training for its cooperative office education students.

Through your efforts, these students have had an opportunity to capstone their training with realistic work experiences. When you allowed them to use your office as their laboratory and supervised them through meaningful experiences, you gave their training the relevancy necessary to achieve their career goals.

(Name of School) could not have accomplished this without your enthusiasm, support, and participation. It is for this reason that the program is called the Cooperative Office Education program. It is a cooperative venture which allows the community an opportunity to assist the school in providing valuable vocational training.

Thank you for working with the staff at (Name of School) in the training of (Name of Student).

Cordially yours,

Teacher-Coordinator

xx

APPENDIX V-43: SAMPLE NEWS RELEASE

NEWS RELEASE FOR NEWSPAPERS
FROM
Yourtown High School
__________, Teacher-Coordinator
Cooperative Office Education
1000 Main Street
Yourtown, New Jersey 08000
Office - (609) 871-9999, Ext. 999
Home - (609) 871-7171

FOR RELEASE: Friday, May 6, 1999

DATE: April 15, 1999

(Name of Student), a senior at Yourtown High School, was awarded a $4,000 Cooperative Office Education scholarship from Everybody's Business School. __________ is the (son/daughter) of George and Joan Smith of Oak Street in Yourtown.

The Cooperative Office Education scholarship test was given to over 60 COE students in the state of New Jersey in January. There were 11 winners chosen from South Jersey, 8 from Central Jersey, and 12 from North Jersey.

__________ has expressed a desire to pursue a major in word processing and will attend Everybody's Business School in the fall.

More than 30 business schools in the state offered scholarships to COE students. Two other students from Yourtown High School were awarded scholarships through the Cooperative Office Education program. __________, (son/daughter) of Jim and Susan Jones of Hillcrest Lane, and __________, (son/daughter) of Joe and Nancy Johnson of Placid Street,

(MORE)

APPENDIX V-41: (Continued)

were each recipients of $1,000 from Somebody's Business School. Both plan to major in accounting this fall at Somebody's Business School.

Each year students in COE, a program where seniors are allowed to attend school in the morning and work in an office in the afternoon, are given the opportunity to compete for the various COE scholarships.

# # # #

APPENDIX VI-44a: SAMPLE FOLLOW-UP QUESTIONNAIRE

(For One Year)

This survey is being conducted in order to obtain facts regarding jobs and the effectiveness of school training for these jobs. The information collected will be used in adjusting future plans. All information will be regarded as strictly confidential. Names will not be used in the completed survey.

Date____________________

Name____________________ Name while in school________________

Address____________________ Year of Graduation________________

1. Are your employed: Yes___ No___
   a) Full-time___ Part-time___
   b) Your job title ____________________
   c) Specific duties____________________
   d) Computers/word processors operated____________________
   e) Employer____________________
   f) Address____________________
   g) Salary range____________________

2. How did you obtain present position?
   a) ___Tips from friends, relatives, etc.
   b) ___COE
   c) ___Personal contact
   d) ___Private employment agency
   e) ___High school employment office
   f) ___Other: Please explain____________________

3. What pre-training was necessary for your occupation?
   a) ___High School
   b) ___Business School
   c) ___College
   d) ___Other: Please explain____________________

4. Did you originally enroll in the COE program in high school to get: (check one or more)
   ___Out of school earlier ___Job experience
   ___Earnings ___Other (explain)________________

5. Was your feeling, expressed above, the same at the end of the COE experience? ___Yes ___No, Explain____________________

6. Would you recommend the COE program to other students?___Yes___No

APPENDIX VI-44a: (Continued)

7. Check the appropriate items in which the COE teacher-coordinator helped you in high school.
   - ___In school problems
   - ___In family or personal problems
   - ___In developing attitudes
   - ___Other (Explain)______________________________
   - ___In work-related problems
   - ___In skill development
   - ___Maturity

8. Check the appropriate items in which the COE program helped you.
   - ___To prepare for employment
   - ___To define your career goal
   - ___To continue your education
   - ___To develop your skills
   - ___To develop personally
   - ___To get along with people
   - ___To get a taste of the business world
   - ___To meet entrance requirements of training institutions

9. If you have changed your career goal, list your new career and reason for changing.______________________________

10. Please rate the following in regard to your COE program: (use a check mark)

	Excellent	Good	Fair	Poor
Skill development and learning	___	___	___	___
Human relations development	___	___	___	___
Related class activities	___	___	___	___
Job placement	___	___	___	___
Your employment experience	___	___	___	___
The overall COE program	___	___	___	___

11. What business education courses in high school were most helpful to you? Indicate by N/A (not applicable), 1, 2, 3, and 3 being the most helpful.
   - _____Accounting I
   - _____Accounting II
   - _____Business Law
   - _____COE
   - _____Data Processing
   - _____Other (list):
   - _____Office Procedures
   - _____Steno I
   - _____Steno II
   - _____Typing I
   - _____Typing II
   - _____Word Processing

   ____

   ____

12. What business education courses would you like to see offered and why?______________________________

   ____

APPENDIX VI-44a: (Continued)

13. Education beyond high school:

	Attending	Attended	Name of School
Adult/Evening school	____	____	__________
Technical/Business school	____	____	__________
Two-year college	____	____	__________
Four-year college	____	____	__________
Correspondence school	____	____	__________

Other ______________________________________

14. Would you be willing to come in as a guest speaker in the COE class and tell us about your work and/or college experience?_____

15. Please make any further comments or suggestions for improving the cooperative office education program______________________

____

____

APPENDIX VI-44b: SAMPLE FOLLOW-UP QUESTIONNAIRE

(For Five Year)

This survey is being connducted in order to obtain facts regarding jobs and the effectiveness of school training for these jobs. The information collected will be used in adjusting future plans. All information will be regarded as strictly confidential. Names will not be used in the completed survey.

Name____
First Last

Sex: Male____ Female____

Present Address____

Telephone Number____

EMPLOYMENT DATA

Current Employment Status

Employed	Unemployed
_____full-time	_____seeking full-time employment
_____part-time	_____seeking part-time employment
_____self-employed	_____not seeking employment

Cooperative Education Program Employer

Name of Company & Location____

____

Job Title____

Work Experience (list your PRESENT position)

Date Started_________ Exact Title of Position____________________

Name of Employer & Location____

____

Salary or earnings per year: (check appropriate column)

_____Under $_____	_____From $_____ to_____
_____From $_____ to_____	_____From $_____ to_____
_____From $_____ to_____	_____From $_____ to_____

How did you obtain this job?_____coordinator_____friend_____family _____school_____employment agency_____other (explain)____________

How related is this job to the Cooperative Office Education program? _____same_____highly related_____somewhat related_____not related

APPENDIX VI-44b: (Continued)

Indicate the amount of help you received from the Cooperative Office Education program. Mark only those items which apply to you.

	Much Help	Some Help	Little No Help
a. To meet entrance requirements to specialized training institutions	_______	_________	_______
b. To continue my education	_______	_________	_______
c. To prepare for employment	_______	_________	_______
d. To get along with people	_______	_________	_______
e. To define my career goal	_______	_________	_______

Did you belong to a vocational student organization?____________ _____
name

If yes, how did it benefit you?____________________________________
____

Did you change your career goal?_____Yes_____No

If yes, why?
_____No longer interested in that field
_____Went to school to learn new career
_____Took a new position in another field
_____Employment opportunities limited in area of training
_____other

Education Beyond High School

Type of Education	Attended/Completed	Name of Institution	Name of Program
ADULT/EVENING SCHOOL			
TECHNICAL/BUSINESS SCHOOL			
LICENSING/CERTIFICATION PROGRAM			
APPRENTICESHIP PROGRAM			
TWO-YEAR COLLEGE			
FOUR-YEAR COLLEGE			

APPENDIX VI-44b: (Continued)

Military Service

Branch______________Job Title______________Length of Service_________

It has been five years since you have left high school. How would you explain your experience in the Cooperative Office Education program five years later?

____

____

APPENDIX VI-45: SAMPLE OUTLINE FOR ANALYZING THE RESULTS OF THE FOLLOW-UP STUDY

Class of ______________

______________Year Study

____High School

____Teacher-Coordinator

DATA REPORTED AS OF ______________19____

	Male	Female	Total
I. Total number of COE graduates	____	____	____
II. Number not seeking full-time employment			
A. Entered armed forces	____	____	____
B. Continued full-time school	____	____	____
C. All other reasons	____	____	____
III. Total employed			
A. Number obtaining full-time jobs			
1. In occupation for which trained	____	____	____
2. In field related to training	____	____	____
3. In field not related to training	____	____	____
B. Number employed part-time			
1. In occupation for which trained	____	____	____
2. In field related to training	____	____	____
3. In field not related to training	____	____	____

IV. Post-high school training
- A. College ____
- B. Technical/Business School ____
- C. Adult School ____
- D. Correspondence School ____
- E. Other (Specify) ____________________

V. Weekly salary range for graduates employed full time

From
A. $________to $________
B. $________to $________
C. $________to $________

From
D. $________to $________
E. $________to $________
F. $________to $________

APPENDIX VI-46: SAMPLE CHECKLIST FOR EVALUATING COOPERATIVE OFFICE EDUCATION PROGRAMS

Yes No Objectives

_____ _____ 1. Has a written statement setting forth philosophy and objectives of the cooperative office education program been developed?

_____ _____ 2. Is the program evaluated periodically in terms of these objectives?

Advisory Council

_____ _____ 1. Has an advisory council been appointed to assist the school in the development of the whole business education program?

_____ _____ 2. Have the services of this council been used in the formulation of the philosophy and objectives of the cooperative office education program?

_____ _____ 3. Is this council called upon to assist the teacher-coordinator in locating suitable training stations?

_____ _____ 4. Does this council meet regularly and function actively?

Community, School Understanding

_____ _____ 1. Has the program been given adequate publicity and promoted aggressively among various service clubs.

_____ _____ 2. Have the objectives and philosophy of the program been presented to the entire faculty in an effort to build genuine understanding?

_____ _____ 3. Are guidance counselors informed of the job placement of each student?

_____ _____ 4. Does the teacher-coordinator discuss the program and its operation in pre-vocational classes in order that long range plans may be made by students?

_____ _____ 5. Does the teacher-coordinator meet with other business teachers and guidance counselors with regard to prospective students?

_____ _____ 6. Are written rules and regulations about the cooperative office education program placed before parents of potential cooperative office education students?

_____ _____ 7. Are students counseled with regard to entering the cooperative office education program on the basis of their abilities and career interests?

Work Stations

_____ _____ 1. Do the work stations provide an opportunity for well-organized learning situations?

APPENDIX VI-46: (Continued)

_____ _____ 2. Are varied learning opportunities provided at the work stations?

_____ _____ 3. Is an effort made to rotate students in those jobs where varied learnings are not possible?

_____ _____ 4. Does the schedule of the teacher-coordinator provide sufficient time to visit these training stations periodically?

_____ _____ 5. Does the teacher-coordinator observe the students while on the job?

Related Instruction

_____ _____ 1. Are students encouraged to participate in the evaluation of the instruction and thereby contribute to the progress of the program?

_____ _____ 2. Is an effort made in the periods of related instruction to present basic background information, skills, and attitudes that are common to all office occupations?

_____ _____ 3. Does the teacher-coordinator endeavor to provide instruction for each student directly related to the specific job situation?

_____ _____ 4. Are the standards of achievement demanded in the classroom comparable to those of beginning office workers?

_____ _____ 5. Does the teacher-coordinator have suitable classroom instructional materials?

_____ _____ 6. Does the classroom laboratory have adequate machine equipment?

_____ _____ 7. Does the school budget permit periodic addition or replacement of equipment?

Reports

_____ _____ 1. Does the teacher-coordinator work with the guidance staff in an effort to secure information about the students?

_____ _____ 2. Does the teacher-coordinator have access to, and use, complete student records including tests, grades, attendance and health records, and other available data?

_____ _____ 3. Have suitable forms been prepared for each of the various coordinating activities?

_____ _____ 4. Does the teacher-coordinator prepare a record of the coordination activities?

_____ _____ 5. Has the teacher-coordinator prepared an evaluative device to be used by employers in their appraisal of students under their jurisdiction?

_____ _____ 6. Is the student accomplishment on the job evaluated periodically by the employer?

_____ _____ 7. Are these employer reports used as a basis for classroom instruction and conferences?

APPENDIX VI-46: (Continued)

_____ _____ 8. Is the Year-End State Report submitted to the administration for their records?

Follow-Up Activities

_____ _____ 1. Does the teacher-coordinator have an organized program of follow-up surveys from graduates?

_____ _____ 2. Are former cooperative office education students encouraged to keep in contact with the teacher-coordinator?

_____ _____ 3. Is the COE program adjusted to the findings of the follow-up program?

_____ _____ 4. Are these findings recorded and reported to the advisory council, administrators, and business department?

Public Relations

_____ _____ 1. Is a planned program of publicity carried on within the school for the benefit of faculty and students?

_____ _____ 2. Is the COE program periodically publicized in the local media?

_____ _____ 3. Does the teacher-coordinator invite an administrator, department head, or guidance counselor to occasionally accompany her/him on visits?

Legal Requirements

_____ _____ 1. Are all students participating in the program 16 years of age or over?

_____ _____ 2. Are students employed an average of 15 hours a week during the school year?

_____ _____ 3. Is the program under supervision by the teacher-coordinator at all times when the hours reported above are counted?

_____ _____ 4. Are students being paid for their work?

_____ _____ 5. Is the amount of time devoted to related instruction in accordance with State regulations?

_____ _____ 6. Are all students employed?

APPENDIX VI-47: SAMPLE OF STUDENT EVALUATION OF TEACHER-COORDINATOR

Directions: This evaluation form has been arranged in such a manner that you can answer all questions without revealing your name through your handwriting. If you answer each item frankly and honestly, the results will give your instructor information on how you feel about this course and the procedures used. Indicate your evaluation by rating each item with 5 (superior), 4 (good), 3 (average), 2 (below average), and 1 (poor).

1. Manner of presentation:
   Ability to speak distinctly ______
   Poise in the classroom ______
   Ability to get student cooperation and attention readily ______

2. Relationship with students:
   Ability to make students feel secure and at ease ______
   Provision for individual differences ______
   Fairness in grading and in dealing with students ______

3. Personal characteristics:
   Good judgment and tact ______
   Interest and enthusiasm about teaching ______

4. Classroom management:
   Resourcefulness--ability to meet unexpected situations ______
   Ability to plan and organize activities efficiently ______
   Respect for students ______

5. Subject matter and professional skills:
   Knoweldge of subject ______
   Ability to make classroom work interesting ______
   Fairness of tests and classwork ______

6. Overall teaching ability ______

7. How could this course be improved?
   ____
   ____

APPENDIX VI-48: SAMPLE OF PARENTS' EVALUATION OF THE COOPERATIVE OFFICE EDUCATION PROGRAM

Dear Parent:

In order that we might provide the most effective type of education and training, please evaluate the cooperative office education program at _______________. Your replies will be considered confidential. Return your completed checklist in the enclosed envelope by (__________). Your assistance will be greatly appreciated.

Your Name_________________________ Student's Name_______________________

1. Since participating in the COE program, do you feel your son/daughter has:

	YES	NO
Improved in personal appearance?	___	___
Acquired an appreciation of the value of money?	___	___
Seemed better able to budget expenditures?	___	___
Matured in the ability to use good judgment?	___	___
Seemed more confident?	___	___
Acquired a better attitude?	___	___
Other____	___	___

2. Was the training station suited to the student's interests and needs?	___	___

If no, why not?_____________________________

____

3. Do you feel the supervised work experience was beneficial?	___	___

If yes, why?______________________________

____

If no, why not?____________________________

____

4. On the basis of your observations, what suggestions would you make for improving the COE program?

____

____

____

GLOSSARY

ADVISORY COUNCIL
A group of representatives of diverse backgrounds and interests who assist educators and provide the necessary communication between the school and the employing community.

BUSINESS EDUCATION
A component of a secondary school curriculum that provides students with information and skills about the world of business.

BUSINESS DEPARTMENT ADVISORY COUNCIL
An advisory council which studies and recommends improvements to the entire business education program.

CAREER GUIDANCE AND COUNSELING
A program which pertains to the body of subject matter and related techniques and methods organized for the development in individual career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national opportunities, and which assist them in making and implementing informed educational and occupational choices.

CAREER PATTERNS
The work history of an individual. The continuation of vocational development in the individual's adult occupational life.

CIP (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS)
Compiled by the National Center for Educational Statistics, U.S. Department of Education.

COOPERATIVE EDUCATION
The method of instruction of vocational education for individuals who, through written cooperative arrangements between school and employers, receive instruction, including academic courses and related vocational instruction by alternation of study in school with job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

EMPLOYER
A company that is willing to employ and train cooperative office education students.

GLOSSARY (Continued)

EMPLOYER-EMPLOYEE MEAL FUNCTION
A function at which the employers are guests of the student learners.

FBLA (FUTURE BUSINESS LEADERS OF AMERICA)
A national vocational student organization.

FOLLOW-UP STUDY
A survey to determine whether or not students trained in office occupations remained employed in these or related occupations.

INTERDISCIPLINARY ADVISORY COUNCIL
An advisory council which studies and recommends improvements to the entire career education program.

JOB EVALUATION
The complete operation of determining the value of an individual job in relation to other jobs. It begins with job analysis to obtain job descriptions and includes relating the descriptions by some system designed to determine the relative value of the jobs or group of jobs. It also involves the pricing of these values by establishing minimum and maximum salaries for each group of jobs based on their relative value. The operation ends with the final checking of the resulting salary system.

JOB MANUAL
The project guidelines directing the student to learn about a specific job and firm.

JOB SPECIFICATIONS
A written record of the human characteristics sought in the individual worker for a specific job.

OCCUPATIONAL EXPERIENCE
Vocational programs which have as their main purpose the development of vocational competencies. This is done by using employment in a real life job as a source of learning. The employment situation is the source for gaining knowledges as well as a vehicle for applying and testing what has been learned in school. The two types of occupational experiences are the work-study programs and the cooperative programs.

OCCUPATIONAL OUTLOOK HANDBOOK
Includes descriptions of the nature of work; places of employment; educational and training requirements; employment outlook for the next 10 years, including, in most cases, estimates of annual requirements for growth and replacement needs, earnings, and working conditions.

OEA (OFFICE EDUCATION ASSOCIATION)
A national vocational student organization.

GLOSSARY (Continued)

OFFICE OCCUPATIONS
Those activities performed by individuals in public and/or private enterprise which are related to the facilitating function of the office. They include such items as recording and retrieval of data, supervision and coordination of office activities, communication, reporting of information regardless of the social, economic, or governmental organizations in which they are found.

ON-THE-JOB TRAINING
Instruction in the performance of a specific job given to an employed worker by the employer during the usual working hours of the occupation.

OPERATING GUIDELINES
The "constitution" by which an advisory council functions.

PREPARATORY INSTRUCTION
Pre-employment instruction in business and office generally provided on a full-time basis to prepare youth and adults over fourteen years of age for office employment in classes organized under the cooperative plans.

RELATED CLASS
A regularly scheduled class for the student-trainees of a cooperative education program taught by a certified teacher-coordinator.

STANDARD INDUSTRIAL CLASSIFICATION
Classification of business offices by the types of activities they are engaged in. It is used as a base for annual enrollment reports on office occupations made to state boards of education and to the U.S. Office of Education.

STATE PLAN
Any state desiring to receive funds from its allotment for any fiscal year shall submit to the secretary a state plan for vocational education. The plan is a legal document--a written agreement between the U.S. Office of Education and the New Jersey Division of Vocational Education (N.J. State Department of Education), which describes standards by which vocational education programs are to be operated.

STUDENT-LEARNER
A member of a cooperative office education program legally employed as a part-time worker and so classified by the Wage and Hour and Public Contracts Division of the U.S. Department of Labor for wage and hour regulation purposes.

SURVEYS
COMMUNITY--A fact finding study of socio-economic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families as they exist in a given time in the community. It is used by the school as a guide in revising school offerings to meet local needs.
OCCUPATIONAL--An investigation and evaluation to gather pertinent information about a single industry or the occupations of an area to

GLOSSARY (Continued)

determine the need for training, the prevalent practices, the labor supply and turnover, for the purpose of maintaining the vocational education program at a realistic level.
VOCATIONAL EDUCATION--A study to obtain necessary information as a basis for the proper development of programs of vocational education. It serves to identify the needs for vocational training, recommendations for suitable types of classes, assist in the development of new instructional processes, and evaluate the results of work already done.

TEACHER-COORDINATOR
A cooperative office education teacher who is responsible for vocationally directed teaching in the classroom and the application of instruction to employment requirements through the cooperative method, project method or simulation; duties may include operational activities, such as community relations, publicity, counseling, curriculum planning, and organization for instruction; a member of the school staff who teaches business office and related subject matter to students preparing for employment, coordinates classroom instruction with on-the-job training or individually designed learning activities, and is responsible for administering the school's program.

TRAINING AGREEMENT
A non-legal memorandum, usually signed by the parents, student, employer, and coordinator, setting forth the period of training, hours of work, salary, and other pertinent facts and information necessary to assure the basic understanding of the student's vocational objectives and the competencies that must be developed. It includes an outline of learning experiences an employer agrees to provide for a student learner enrolled in the various cooperative part-time programs.

TRAINING PLAN
A written plan of experiences, developed in a step-by-step sequence that a particular student trainee will follow on the job. The plan is developed by the coordinator, the training sponsor, and the student; keeping in mind the student's vocational objectives and the competencies that must be developed.

TRAINING SPONSOR
The individual to whom the student-learner looks for instruction and training on the job.

TRAINING STATION
An approved cooperative education job site.

VOCATIONAL EDUCATION
The organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades

GLOSSARY (Continued)

and industrial occupations or for additional preparation for a career in such fields, and in other occupations, requiring other than a baccalaureate or advanced degree.

VOCATIONAL STUDENT ORGANIZATIONS
Those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and the purposes of instruction in vocational education at the local level.

WORK EXPERIENCE--VOCATIONAL
A program having as its purpose the supervised part-time employment of students with the intent of assisting them to acquire desirable work habits and attitudes in the world of work. The part-time job held by a student need not be related to the occupational objectives of the student.

WORK STUDY
It is a program designed to provide financial assistance through part-time employment to students who have been accepted for full-time enrollment in vocational training education programs so that they may continue in vocational training. The part-time employment is based on the financial need of the student and is not necessarily related to his/her career objective.

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ADDITIONAL RESOURCES

For additional resource materials concerning vocational education, contact any of the following:

THE NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Vocational Education
CN 500
225 West State Street
Trenton, New Jersey 08625

NEW JERSEY VOCATIONAL EDUCATION RESOURCE CENTER
Rutgers - The State University
200 Old Matawan Road
Old Bridge, New Jersey 08857

REGIONAL CURRICULUM SERVICES UNIT - NORTH (RCSU)
15 South Munn Avenue
East Orange, New Jersey 07017
(Region Served: Counties of Bergen, Essex,
Hudson, Morris, Passaic, Sussex, and Warren)

REGIONAL CURRICULUM SERVICES UNIT - CENTRAL (RCSU)
75 Racetrack Road
East Brunswick, New Jersey 08816
(Region Served: Counties of Hunterdon, Mercer,
Middlesex, Monmouth, Ocean, Somerset, and Union)

REGIONAL CURRICULUM SERVICES UNIT - SOUTH (RCSU)
Tanyard and Salina Roads
Sewell, New Jersey 08080
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Camden, Cape May, Cumberland, Cloucester, and Salem)